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ABSTRACT

This training manual is designed for use by local Head Start programs in training current and new entry-level staff to deliver comprehensive social services to Head Start families. The introductory section of the manual provides an overview of Head Start, describes its social service component, and explains the organization of the manual. The second section of the manual discusses effective training techniques. The remainder of the manual contains the curriculum for the training sessions, which are organized into five skill-based modules, each comprised of 4-6 workshops: (1) "Building a Successful Social Services Program," including multicultural awareness, partnerships with parents, effective communication, confidentiality, and record keeping; (2) "Conducting Outreach, Recruitment, and Enrollment"; (3) "Conducting Family Needs Assessment"; (4) "Providing Services to Individuals and Families"; and (5) "Establishing and Maintaining Community Service Linkages." For each training module, the introduction provides a brief overview of the training sessions and instructions for conducting each training session follows. The outlines include session objectives, time required, list of participant materials, advance trainer preparation required, and a step-by-step breakdown of each activity. Suggestions for local variations, a time frame for completing the 92 1/2 hours of training during the year, using a co-trainer, and enhancing trainer skills are included. An index facilitates identification of training sessions covering particular topics. (KDFB)

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ED 397 955

HEAD START SOCIAL SERVICES TRAINING MANUAL

FOR COORDINATORS AND STAFF

PS 024302

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HEAD START SOCIAL SERVICES TRAINING MANUAL

CURRICULUM

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE OF HUMAN DEVELOPMENT SERVICES
ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES
HEAD START BUREAU
SOCIAL SERVICES, PARENT INVOLVEMENT AND
PARENT CHILD CENTERS BRANCH

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FOREWORD

The Head Start Bureau is pleased to make available this Head Start Social Services Training Manual for Coordinators and Staff. The Training Manual is part of the Head Start Bureau's continuing commitment to enhance the quality of social services in Head Start programs. This Manual is designed to be used by local Head Start programs throughout the nation in training current and new entry-level staff to deliver comprehensive social services to Head Start families. The Manual is not intended to serve as a social work curriculum; rather it is specifically designed to provide a framework for training Social Services Component staff in the skills they need in order to ensure that children and families in the program receive the comprehensive array of services they require.

We believe that the introduction and use of the new Training Manual provides a firm foundation for career advancement and growth for many staff. Social Services staff are encouraged to go beyond this training to enhance their qualifications ranging from certificates through college-level course work and credits culminating in Associate, Bachelor's and advanced academic degrees, State licensure and/or certifications.

This Training Manual has been extensively reviewed by experts in the social services field, by State and local social and human resource services administrators and providers, by Head Start Regional Resource Center Social Services Specialists and by local programs who field tested and validated its contents. We hope you will find it a useful resource for strengthening your Social Services Component and for serving families in Head Start.

Clennie H. Murphy, Jr.
Associate Commissioner
Head Start Bureau

ACKNOWLEDGMENTS

The development of this manual is due to the collective expertise, hard work and professional competence of the many individuals across the country who participated at various stages of this project. Sincere appreciation is given for the invaluable assistance they so generously contributed to this effort.

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The **Advisory Panel** met twice during this project. Through their critiques and recommendations they contributed immeasurably to the accuracy and professional presentation of the content. The panel members were:

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Region II Resource Center staff and the **Work Group** met on several occasions to review and help develop content. Several members assisted in drafting and in reviewing sections of the manual. Their knowledge of Head Start and of the expectations for Social Services' staff were essential in developing the curriculum and participants materials. Members of the Work Group were:

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INTRODUCTION

OVERVIEW OF HEAD START

Head Start is a comprehensive child development program that was launched in 1965 to help young children from low-income families get a better start in life. Head Start is designed to support the role of parents and to provide their children, primarily from three to five years of age, with a full program of Social Services, Education, Health, Nutrition, and Parent Involvement. The overall goal of the Head Start program is to engender a greater degree of social competence in children of low-income families by strengthening their ability to cope as a part of a family with pre-school and the world around them, and to create new opportunities for them and their families. Because parents are the most important influence on a child's development, Head Start recognizes the necessity of involving parents in all phases of the program.

Head Start's successes have been well documented in the research literature. The Final Report on the Head Start Synthesis Project[1] highlights many of the impressive successes in Head Start's 25-year history. For example, Head Start has provided nutritious meals, vaccinations and dental care to millions of children who would not have had them otherwise. Other benefits include:

- immediate improvements in children's cognitive abilities
- immediate improvements in children's self-esteem, achievements, motivation and social behavior
- significant parent participation in Head Start programs
- increased utilization of educational, health and social services
- positive impact on families and community institutions concerned with the economic environment, education, and health and social services

THE HEAD START DICTIONARY

The following definitions provide useful information about other aspects of the Head Start Program.

ACYF – Administration for Children, Youth and Families. The branch of the Department of Health and Human Services that administers Head Start and other programs concerned with children and families (formerly known as Office of Child Development).

Board of Directors. The group of people that has the legal responsibility for setting the goals and policies of an organization. Refers to either grantee or delegate agencies.

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[1] *The Impact of Head Start on Children, Families and Communities: Final Report, Head Start Synthesis Project.* Washington, DC: U.S. Department of Health and Human Services, Administration for Children, Youth and Families, DHHS Publication No.(OHDS)85-31193, 1985.

CAA – Community Action Agency. An organization, either public or private-nonprofit, which is funded to administer and coordinate on a community-wide basis, a variety of antipoverty programs (formerly funded by OEO or CSA).

CDA – Child Development Associate Program. An individualized, competency-based assessment and accreditation program for early childhood staff. Credentials are granted to candidates who demonstrate abilities in relation to six competency goals and thirteen related functional areas. Training is also provided to improve staff performance in these areas and to help staff attain the CDA credential.

Center Committee. A committee composed of *all* parents who have children enrolled in a particular Head Start center.

CNA – Community Needs Assessment. A process of gathering and analyzing data on the specific needs and characteristics of low-income children families in the community, and on the resources available to meet these needs.

Community Representative. Any member of a Policy Council or Committee who is not a parent of a currently enrolled child, e.g., parents of former Head Start children, agency representatives, etc.

Delegate Agency. An agency to which responsibility is delegated by the grantee for the operation of a Head Start program or a significant portion of one.

DHHS – Department of Health and Human Services. The federal agency responsible for all federal programs dealing with health and welfare.

FNA – Family Needs Assessment. The process for developing a total profile or picture of individual families being served by the Head Start program. The FNA process identifies the interests, desires, goals, needs and strengths of a family. The FNA is used to help the Social Services staff determine how Head Start can best work with a family to build on its strengths, while attending to areas of need or concern.

Grantee. A public or private agency that receives funds directly from ACYF to operate a Head Start program.

Head Start Regional Resource Centers. The training and technical assistance network that provides support to Head Start programs throughout the country.

IEP – Individual Education Plan. An individualized plan for providing services to Head Start children with special needs. Each plan is based on a needs assessment and developed by the Coordinator of Handicapped Services in cooperation with the child's parents, health professionals and Head Start staff.

OHDS – Office of Human Development Services. The office in the Department of Health and Human Services responsible for the Administration for Children, Youth and Families.

PC – Policy Council. A council set up at the grantee level. At least 50 percent of the members must be parents of children currently enrolled in the grantee Head Start program. It may also include community representatives. In cases where the grantee delegates the Head Start Program to various agencies (delegate agencies), each delegate agency has a Policy Committee and representatives for each Policy Committee help to make up the Policy Council.

Performance Standards. The program functions, activities and facilities required to meet the objectives of the Head Start program.

PIR – Program Information Report. The form that provides quantitative information on key characteristics of each Head Start program. It is completed once a year.

PL 94-142. The Education of All Handicapped Children Act, which provides for a free, appropriate public education for handicapped children from ages three through twenty-one. It sets procedures for serving the children and for involving the parents in planning their child's special education services. (Reauthorized under P.L. 98-199).

Policy Committee. A committee set up at the delegate agency level when the Head Start program is administered in whole or in part by such an agency. At least 50 percent of the membership of the committee must be parents of children enrolled in that delegate agency program. It may also include community representatives.

PYE – Program Year End Date. The date that a grantee's current Head Start grant expires.

RAP – Resource Access Project. A training and technical assistance network that provides Head Start programs with training and resources for working with handicapped children.

SAVI – Self-Assessment/Validation Instrument. The form used by many grantees and delegates to conduct the annual self-assessment.

Self-Assessment. The process whereby the staff, parents and community of a local Head Start program assess their total program's compliance with the Performance Standards.

70.2. The parent involvement policy that became an integral part of the Head Start Performance Standards in 1975.

HEAD START SOCIAL SERVICES COMPONENT

The Social Services Component of Head Start assists the families whose children are enrolled in the program to improve the condition and quality of family life. In Head Start, social services are conducted with families in the program, not for the families. Emphasis is placed on helping families and individuals draw on their own strengths and to use their own resources to resolve issues as they arise.

All aspects of the Head Start Program, are grounded in the Head Start Program Performance Standards.[1] Section 1304.4-1 of the Performance Standards outlines the specific objectives for the Social Services Component:

(a) To establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

(b) To provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.

(c) To achieve parent participation in the Center and home program and related activities.

(d) To assist the family in its own efforts to improve the condition and quality of family life.

(e) To make parents aware of community services and resources and facilitate their use.

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[1] *Head Start Program Performance Standards.* (45-CFR 1304). Washington, DC: U.S. Department of Health and Human Services, Administration for Children, Youth and Families, 1984.

The Head Start Program Performance Standards stress the importance of reliance on existing social service resources in each community and the necessity for developing resources to meet emerging needs. In addition the Head Start Social Services Component is rooted in fundamental Social Work practices. These principles include:

- service delivery based on an **understanding of child and family development**
- **multicultural sensitivity**
- **effective communication**
- **confidentiality**
- **partnership with parents**
- **systematic record keeping**

Social Services staff need skills. By providing comprehensive training, Head Start grantees and delegate agencies ensure that staff develop the skills needed for effective service delivery that is grounded in these principles. This training manual provides the necessary material to introduce these important concepts and skills to entry-level staff. The training activities included in the manual are designed to enhance skills, foster professionalism and build a commitment to effective service delivery. These activities emphasize the importance of coordination and collaboration both with other component staff and agencies.

THE HEAD START SOCIAL SERVICES TRAINING MANUAL

This manual is designed to be used by local Head Start programs throughout the nation to train current and new entry-level staff to deliver comprehensive Social Services to Head Start families. The manual is not intended to serve as a Social Work curriculum; rather it is specifically designed to provide a framework for training Social Services Component staff in the skills they need to perform the Social Services activities of the program. These activities include:

- community outreach and recruitment
- enrollment of children
- family needs assessment
- case management
- providing information about available community resources and how to obtain them
- referrals
- emergency assistance and/or crisis intervention
- follow-up
- record keeping
- advocacy

CONTENT

The Head Start Social Services Training Manual is divided into two volumes. The first volume, Curriculum, contains the outlines for the training sessions. The second volume, Participant Materials, contains the majority of materials needed for each session. Instructions for obtaining additional supplemental materials are included in the Curriculum.

The training sessions are organized into five skill-based modules. The first module serves both as an introduction to the training program and as an orientation to the Social Services Component. This orientation also includes training sessions on several basic areas which are fundamental to all aspects of the Social Services Component. The remaining four modules address the other specific skills staff will need to conduct Social Services activities successfully. The five modules are:

MODULE 1: BUILDING A SUCCESSFUL SOCIAL SERVICES PROGRAM

MODULE 2: CONDUCTING OUTREACH, RECRUITMENT, AND ENROLLMENT

MODULE 3: CONDUCTING FAMILY NEEDS ASSESSMENT

MODULE 4: PROVIDING SERVICES TO INDIVIDUALS AND FAMILIES

MODULE 5: ESTABLISHING AND MAINTAINING COMMUNITY SERVICE LINKAGES

ORGANIZATION

Each training module follows a consistent format. The introduction to each module provides a brief overview of the training sessions included. The instructions for conducting each of the training sessions offered in the module follow the introduction. Each session outline begins with a brief description of the purpose of the session and then includes:

OBJECTIVES: A chart outlining the skills and knowledge areas addressed in the session as well as the values and attitudes to be introduced to participants; training activities related to each objective are referenced with the letter that corresponds to the activity title.

TIME: An estimate of the time required to complete the session.

PARTICIPANT MATERIALS: A list of the handouts that are used in the session. The second volume of this manual includes the majority of the handouts and reference materials needed for each session. Instructions for obtaining the few remaining materials are included under this heading.

ADVANCE PREPARATION: Additional tasks the trainer must complete prior to the session as well as notes on how to prepare for the session;

TRAINING ACTIVITIES: A step-by-step breakdown of the contents of each segment of the training session, including, for example, suggested lecture material and discussion questions.

USING THE MANUAL

This manual is specifically designed to be of assistance to those who have been designated by their programs to serve as Social Services trainers. The manual has all the information needed for training current and new staff to deliver the best possible services to families. After completing this training, staff will also have a basic foundation for further study in human services at local colleges and universities.

Local Variations

Even though all Head Start programs strive to adhere to the Head Start Program Performance Standards it is recognized that Social Services are delivered in many different ways throughout the country. The majority of programs have a senior Social Worker who supervises family workers. Of course, smaller programs operate differently. Some staff members wear many hats, for example. A manual such as this one cannot reflect all the variations found in a program as rich in diversity as Head Start.

To simplify the instruction, the manual refers to Social Services staff. Some programs may not have a formally designated Social Services staff. Rather, Social Services Component activities may be carried out by various program staff members. One benefit of this manual, however, is that the training is appropriate for all staff who are learning to perform the tasks involved in delivering effective Social Services to families. For example, even though the session on outreach and, recruitment refers to participants as Social Service staff, the session is useful to teach strategies to any new staff who will be participating in these activities, whether they be teachers or bus drivers.

The training outlines are designed for groups of 10 to 15 participants and many small programs may elect to collaborate with other Head Start grantees in their areas to provide joint training. This allows staff to pool resources and divide some of the responsibilities for conducting the sessions. In addition, staff members often benefit from the exchange with staff from other programs.

Many of the sessions are relevant to staff from other components. Many staff members will benefit from attending sessions on topics such as confidentiality or multicultural awareness. You may choose to collaborate with other component coordinators and conduct some of the sessions as combined component training.

Time Frames

The manual includes session designs for a total of 92 1/2 hours of training. To take advantage of the entire curriculum trainers could use Module I (22 1/2 hours) for a four-day pre-service training at beginning of the program year. The remaining 70 hours could then be presented as in-service training sessions during the remaining months of the year. If one day of in-service training is conducted each month, the entire manual can be completed during regular in-service days.

Similarly if shorter sessions are held twice a month, the manual will be finished during the year. If pre-service sessions are shorter or in-service sessions are less frequent, sessions should be selected that most closely correspond to a staff's training needs. It is recommended, however, that Module I be completed prior to conducting sessions from subsequent modules since the content in Module I serves as a foundation for all Social Services activities.

Using A Co-Trainer

Many of the sessions are designed so that a resource person from the community can act as a co-trainer. Selecting a community resource person to deliver or assist in conducting a training session provides valuable support and also affords an opportunity to build collaborative relationships. Suggestions for selecting a co-trainer are included in several of the session designs. Depending on the content of the session, components may decide to invite one of the following community professionals to serve as trainer:

- faculty from local college and university human service programs, e.g., Social Work departments
- professional staff from local multi-purpose agencies
- professional staff in community mental health centers
- Social Workers from local hospitals and health programs
- staff in public social services agencies

If more specific areas of expertise are needed for a given session, the Advance Preparation notes list the needed qualifications. It is best to make arrangements with a potential trainer well in advance. While many agencies encourage staff to provide such services to the community free of charge, it is often necessary to submit a formal request and follow specific procedures stipulated by the agency.

Do try to ascertain the community resource person's skill and experience as a trainer. Credentials alone do not ensure that an individual can train well and be responsive to the needs of your staff. You might elect to utilize the individual more as a resource person than as a presenter. In any case, be sure expectations are clear well in advance.

Trainer Skills

To assist trainers in their role, the next section of this manual, The Effective Trainer, provides practical tips and strategies for delivering effective training. The chapter also includes methods for assessing staff training needs since not all staff will need to attend all the training outlined in the manual. It is important, however, to assess each staff member's training needs systematically, and then work with him or her to plan the most appropriate training program.

TRAINING DESIGN

The third section in this manual includes the specific step-by-step instructions for conducting your training sessions. Before trainers conduct each session they will, of course, need some **advance preparation.** In addition to reviewing the training content, be sure to:

- Invite experienced staff to attend the session if you believe they will benefit from a review of the content you are covering. Consider the skill level of experienced staff who wish to attend the session. Ask only those staff who can benefit from the training as it is designed. Identify appropriate ways for them to participate. They may serve as consultants and resource people; they can offer specific examples of approaches they find useful; they may serve as facilitators for small group discussions. Inform these staff members of the roles you want them to play prior to the session so they have time to prepare, if necessary.
- Secure newsprint, easel, felt-tip pens in a variety of colors and masking tape.
- Modify examples to better reflect special characteristics and circumstances of families in your program. Insert examples from your own experience where appropriate. Modify case studies and other handouts so they are more reflective of your program, too. Modify Trainer's Samples in Participant Materials.
- Make copies of the revised agenda and prepare name tags.
- Copy handouts from the appropriate section of the second volume of the manual, Participant Materials. Obtain copies of additional supplemental materials as indicated in the instructions for each session.
- Ask participants to bring copies of the Head Start Program Performance Standards and A Guide for Providing Social Services in Head Start to each session.
- Write session objectives on newsprint.
- Prepare labeled sheets of newsprint for activities as indicated in the training instructions. These instructions are marked with an asterisk (*).
- Plan a discussion of the Follow-Up Activities participants completed after the previous training session.

Each training session is written so that it can be conducted as a self-contained workshop. It is anticipated, however, that many trainers will want to combine sessions whenever time permits. Some might choose, for example, to designate one afternoon or one day a month for training. The sample agendas included in the Participant Materials for each module are only meant to serve as guides. As mentioned previously, the training has been designed with entry-level Social Services staff in mind. However, while some staff members join the program with no formal Social Work training, others come with years of experience. Similarly, existing staff who also represent a widely varied experience base should be encouraged to attend the training when appropriate.

The training outlines are intended as guidelines which will enable the key trainer, to conduct the training with a minimum of planning time. At the same time Social Services professionals will want to impose their personal "stamp" on the training, adding their own ideas and creativity to enrich the training sessions. May this training manual serve as a springboard for such creativity!

THE EFFECTIVE TRAINER

OVERVIEW

Staff Development involves the systematic presentation of structured opportunities to improve performance by acquiring knowledge, by building new skills, or by enhancing existing skills. The Head Start Social Services Training Manual is one vehicle for providing staff development. There are many other options for providing Staff Development for the Social Services staff in your program. These include:

- identifying workshops and seminars in the community that are available to staff'
- identifying community resource persons who can come to the center to conduct workshops, observe program activities and provide consultation to staff
- providing information and written materials in conjunction with ongoing staff supervision, staff meetings or individual conferences

Whether you choose one of these options or conduct staff training sessions yourself, you will facilitate staff members' learning by helping them identify training needs, offering positive feedback, encouraging progress and suggesting avenues for attaining personal and professional goals. A sensitivity to staff needs, an understanding of adult learning principles and an awareness of motivation techniques combined with a few strategies for delivering effective training, will provide the foundation for a successful staff development program.

ADULT LEARNING PRINCIPLES

The training modules included in this manual reflect basic principles of adult learning. When you conduct training it is useful to remember that participants often learn best when they:

- plan and evaluate their own learning
- apply new information to their own experiences and knowledge
- are involved in varied activities that reflect their preferred learning style
- take responsibility for their own learning by identifying what they want to learn and how they learn best
- are challenged and trusted to solve problems and develop their own ideas

Use the following techniques to ensure that your training reflects these principles:

- **Share the specific workshop goals and objectives with the group.** Effective training involves building a shared commitment to the goals and objectives.
- **Draw on the participants' experiences.** Training is most meaningful when the trainer draws on the personal experiences and observations of the participants and relates concepts to personal situations and experiences.
- **Establish from the beginning that participants are responsible for their own learning.** Each person will benefit from the training in different ways, depending on what is most

relevant for them, their investment and active participation in the sessions and the degree to which they are able to integrate and use what they learn.

- **Emphasize the development of skills rather than the rote learning of responses.** Learning is the process of assimilating and accommodating new information and using it to improve skills.
- **Encourage interaction among the participants.** Provide opportunities for active involvement in role plays, small group analyses, discussions and case studies.
- **Emphasize the relevance and practical applications of the content.** Training is more effective if concepts, principles and strategies are applied to real situations.
- **Allow participants to make interpretations and draw conclusions.** Provide demonstrations, information and examples that will enable the group to identify patterns, make generalizations and draw conclusions.

MOTIVATION TECHNIQUES

The learning climate you establish at the beginning of training can be one of your most effective tools for motivating participants. A climate that both motivates participants to learn and fosters active involvement is characterized by:

- **Openness:** When you display an open attitude toward staff, you demonstrate a receptiveness to ideas from others.
- **Mutual Trust:** When participants know they are not being judged and you demonstrate that you respect confidentiality, the group will feel more free to take risks, ask question and state opinions.
- **Mutual Respect:** By acknowledging the contributions of all members of the group, you build an acceptance of differences and a foundation for mutual trust. Encouraging feedback and the open airing and discussion of issues demonstrates your willingness to establish a climate of mutual respect.
- **Mutual Concern:** By respecting feelings as they are shared, you set a positive example for the group. By promoting a sense of belonging and acceptance, you can foster a strong investment in the group itself.
- **Challenge/Excitement:** After establishing an atmosphere of trust, project enthusiasm for the topic covered and challenge the group to experiment.

The previous section emphasized the importance of making the training relevant to the group. When the training enhances their effectiveness on the job, helps them solve some of their most common headaches and offers easier and less time-consuming ways to accomplish activities, staff will look forward to the sessions. Including participants in the planning will also improve their motivation. Ask the group to suggest sessions they would like to add to the program and to recommend community resource people to lead the sessions. Asking staff members to lead sessions in their area of expertise can also be very reinforcing.

Make sure that the training is as pleasant as possible, and that it even provides a break from some of the very stressful responsibilities the group faces on a daily basis. If possible, provide refreshments or ask group member to alternate bringing snacks to the sessions. And find the most

comfortable location you can. You might even consider holding the session away from the center. Library branches, for example, often offer a community room to non-profit groups in the area for little or no charge.

Finally, provide recognition for active involvement in the training and for the ways learning has been utilized. Planning Follow-Up Activities after each session provides this type of reinforcement. You can also support staff members' application of new skills and knowledge by:

- providing other resources on the topic such as articles, books and training packages
- spending time with staff when they meet with parents or on a home visit to support their efforts to implement a new strategy
- referring back to participants' previous comments and ideas from earlier sessions
- planning a follow-up session with participants to discuss progress and experiences in applying what was learned
- encouraging participants to share what they have learned with other staff members (teaching others reinforces learning)
- identifying other training opportunities on the topics for staff who are interested in expanding their knowledge
- offering some specific type of incentive for participating in the training (e.g., free time, a small gift for the parent room, or even certificates).

Talk with your Director and together perhaps you can identify other creative, yet low cost ways to support your training effort.

DELIVERY

Training will run smoothly when you consider three important factors. First, **careful planning** is crucial. Logistics can make or break a training session. Prior to the session:

- assemble the equipment, supplies and materials to be used
- reconfirm arrangements with the co-trainer, representatives from community agencies or staff members who have agreed to serve as resources
- check the training room (seating, lighting and temperature)
- arrange for refreshments, if possible
- post or distribute a reminder of the training topic, time and location to all participants
- follow the instructions for advance preparation included in the introduction to the Curriculum and at the beginning of each session outline
- if you are conducting the training, practice so you can enjoy the training, too!

Second, **include a balance of different activities** and instructional media in the training. Varying your teaching mode will enhance the group's interest and ultimately ensure greater retention of the content. Brief lectures are often included in the Social Services training sessions because they provide a foundation of common knowledge upon which to build subsequent material. But most of the activities are experiential and require the involvement and the application of personal experiences that are most conducive to adult learning. These training activities provide

opportunities for the learner to apply content, to test hypotheses, to practice skills, to arrive at creative solutions and to explore personal values and attitudes. Small group activities facilitate group skills such as cooperation and the ability to reach consensus. In this type of exercise, the learner is guided by the task rather than by the trainer. Some experiential activities are brief while others require lengthy processing. For example, a warm-up exercise that is designed to help participants get acquainted, might take no longer than 15 minutes, whereas the case study activities are often scheduled for one hour.

Some of the more frequently used exercises are described below.

- **Role play:** Participants role play or act out the roles of assigned characters. This may be impromptu, as when the "actor" decides on the words and actions, or prescribed as when the words and actions are pre-determined, usually written on a handout for the actor to follow.
- **Worksheets:** Worksheets often serve to structure practice of a particular skill, to provide reinforcement for content, to direct an experiential activity or to gather information.
- **Case Studies:** Written case studies are used to stimulate discussion, encourage problem-solving, explore value judgments and foster the exchange of experiences.
- **Critical Incident Solutions:** Actual incidents that are relevant to the participants' situations are best used to stimulate discussion, explore alternatives, share experiences and evaluate possible solutions.
- **Brainstorming and Problem-Solving:** Specific problems may be described to a training group to initiate discussion. This usually stimulates the group to define and seek solutions for actual problems encountered in their work. There are four basic rules for brainstorming:
  - — List every idea, no matter how unusual it seems to be. (One person should be responsible for making the list).
  - — Don't judge whether ideas are good or bad, just call them out.
  - — There should be no discussion or comments until the list is complete.
  - — It is acceptable to repeat an idea or to add to one already listed.

The session outlines also include a number of group discussions. Discussions may be structured or unstructured. You may use questions, experiential exercises, worksheets, case studies, etc., to structure group discussion. Unstructured group discussions frequently arise spontaneously and require little prompting from you. In either type or group discussion, it is important to maintain an atmosphere of openness and trust and to be accepting and reinforcing. Encourage participation from all members and prevent the dominance of any one member. At the end of the discussion you clarify what has been said, and then summarize the major points.

Third, and finally, your **personal communication style** will have a major impact on your delivery. Building rapport with the group from the first contact and demonstrating enthusiasm for the subject will set the tone. In addition, there are specific techniques which can convey both your competence and an attitude of openness and mutual respect.

- **Eliciting responses and questions** from the group encourages active participation and provides feedback about the group's understanding of the material.
- **Restating participants' comments** provides clarification. Extending participants' comments and encouraging comments from the group indicates that you value their input.
- **Accepting and respecting participants' responses** builds group trust.
- **Avoiding irrelevant digressions or deflecting dominance** by a single participant by politely acknowledging his/her enthusiasm while offering a reminder about the focus of the session reduces the tension and frustration in the group as a whole.
- **Asking questions** that require recall, synthesis, creative solutions or evaluation provokes thought and stimulates integration of material.
- **Pacing activities** maintains attention and yet allows time for processing information. When attention lags you may ask questions that stimulate group participation, shift to another activity that requires more active involvement or call a break.
- **Using body language and voice tone** to communicate energy and enthusiasm builds responsiveness in the group. Be animated and expressive; establish eye contact and smile. Do be aware of excessive mannerisms, however; they can be distracting.
- **Using clear speech and a well-modulated voice tone** eliminates stress for listeners.
- **Being responsive to the group's interests** and to unexpected situations demonstrates your concern. Remain flexible so you can make necessary shifts in content, procedure or emphasis.
- **Being willing to admit mistakes and take risks** creates an open and non-threatening learning environment.

These strategies will help prepare you to deliver effective training. Your own knowledge, enthusiasm and personality provide the other essential ingredients for success. And, be sure to let your own commitment to the program shine through all aspects of your training.

ASSESSING TRAINING NEEDS

Each staff member brings a history of life experience, skills and knowledge to the job. Each deserves assistance in developing these to the fullest potential, as well as the opportunity to learn new skills, and to share skills with others. Adult learning principles state that learning is most effective when the recipients determine what it is that they need or want to learn. Therefore, needs assessment is the first step in planning your training. Each person in the program should complete an Individual Needs Assessment form (a sample form is included in the Participant Materials). Information from the needs assessment is the basis for determining the training and technical assistance (T/TA) needs of your staff. The cover sheet on the sample form gives you some personal information on the individual. This information will assist you in determining the level of training that is appropriate, according to the education and past workshops the individual has attended.

The column in which the staff person indicates a possible resource or method for assistance provides some ideas for planning the individual's training or technical assistance. Individuals completing the Needs Assessment are asked to think broadly about the varied means to fulfill their

needs. The individual may want to observe in a specific teacher's classroom; perhaps a book or film would provide the needed information; perhaps a course is being offered; or simply talking with peers or a supervisor will answer the need. The Social Services training program is also an invaluable resource; when staff recognize the benefits of participating, they will **want** to attend the sessions. The second step in the Needs Assessment process involves the supervisors of staff. The supervisor and staff person together review the listed needs and possible resources. Any additional T/TA the supervisor feels are needed, taking into account individual, total component, and program needs, are added. The individual's list is agreed upon by both parties.

EVALUATION OF TRAINING

When your training is completed, you will want to know how effective it was. First, you will want to assess the group's reactions to the session. You can distribute an evaluation form to participants at the close of the session to obtain their feedback on the content, the delivery and the arrangements. You may also choose to observe staff on-the-job to determine whether they are applying what they have learned. You may also find it useful to distribute a questionnaire two weeks or so after the training that encourages staff to assess the usefulness and impact of the training.

Evaluation can also take a more informal tone. You can hold discussion groups with staff to discuss ways the training has helped them work with families. You can ask them to use index cards to jot down any successes they have experienced after applying skills learned in the training. You can then type up the various entries and post them on a "Success Record" section of a bulletin board. You might also encourage participants to keep a log or journal in which they can record what they learned in the training and how they have applied the material.

Together all these methods of evaluating your training will give you valuable information on how effective it was, how well it was received; what should be changed and what should stay the same the next time you offer the training. Evaluation of each training event is an important part of your training program. You need to determine whether or not the objectives of the training were met, whether the trainer was appropriate and effective and what follow-up, if any, is needed. The "Participant Evaluation", included in the Participant Materials, is completed by each participant following a session. You will want to have some method of recording participants' attendance in their personnel files. This information will be valuable to the staff person and his/her supervisor at review time.

MODULE I: BUILDING A SUCCESSFUL SOCIAL SERVICES PROGRAM

INTRODUCTION

This module contains both an introduction to the Social Services Component and an orientation to fundamental principles upon which Head Start is based. Together the six sessions in the module will provide new Social Services staff with an overview of the Social Services Component, an opportunity to examine their own role within the program, and an understanding of the basic principles that underline all Social Services activities. These fundamental principles are essential to forming positive relationships with all individuals involved with the program — with parents, other staff members, and members of the community.

The specific sessions included in the module are:

SESSION 1 — INTRODUCTION TO THE SOCIAL SERVICES COMPONENT: WHAT DO WE OFFER? (2 Hour)

SESSION 2 — MULTICULTURAL AWARENESS (4 Hours)

SESSION 3 — PARTNERSHIP WITH PARENTS (3 1/2 Hours)

SESSION 4 — COMMUNICATING EFFECTIVELY (6 Hours)

SESSION 5 — ENSURING CONFIDENTIALITY (3 Hours)

SESSION 6 — RECORD KEEPING (4 Hours)

TIME

This module consists of **22 1/2** hours of instruction.

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SESSION 1: WHAT DO WE OFFER?

This session provides participants with an opportunity to become acquainted with each other and with you as their trainer. You will also have an opportunity to describe the purpose and objectives of the Social Services Component Training and to describe some of the specific training activities that are planned. In addition, you will provide an overview of the Head Start Social Services Component. The participants will then have an opportunity to identify the resources they, as individuals, bring to the program.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Become acquainted with the trainer and each other	A,B
Review the purpose and objectives of the training program and MODULE I	A
Become familiar with the Social Services Component as well as the activities involved in implementing the program	A,C,D
Identify the ways in which their past experiences strengthen program resources	B
Become familiar with the philosophy upon which the Social Services Component is based	A,C
Clarify program goals	C
Build a personal commitment to the program	D,E

TIME

2 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: What Do We Offer?
- Overview of the Social Services Program
- What Do We Offer?

Supplemental Materials

- Copies of the Head Start Program Performance Standards for all participants
- Copies of A Guide for Providing Social Services in Head Start for all participants

ADVANCE PREPARATION

- Prepare a brief description of how the Social Services Component operates in your program, and the roles each staff member plays in implementing the program.
- Decide how the training program will be conducted; select training locations and develop a training schedule.

- Obtain copies of the Head Start Program Performance Standards and A Guide for Providing Social Services In Head Start for all participants.
- Invite selected experienced staff members, both from Social Services and other components, to serve as resource persons for the session. Meet in advance to define the role they will play in the session. You might ask one of them to prepare and present the overview of how the Social Services Component works in your program. Perhaps others could add some descriptive background information about the families served in the program. For small group activities, ask the experienced staff members to divide up among the less experienced staff for the activities.
- Prepare a list of experienced staff members who are willing to have new staff join them as they carry out their Social Services responsibilities in the weeks following the training session. Ask them to be prepared to introduce the new staff members to several parents, accompanying them during a classroom observation, and take them on at least one home visit before the next training session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 minutes)

1. Begin by introducing yourself and any other staff members or individuals who are participating as resource people. Be sure to include:
   - name
   - educational background
   - work experience
   - specialized knowledge and skills
2. Welcome the group and distribute the agenda and name tags
3. Review the purpose and objectives of the session referring to the newsprint you prepared. Use the following information as a guide to inaugurate the training program:

   This training series is designed to give you the skills and information you need to implement the Social Services Component of our Head Start program. We will be talking more about the Social Services Component in a few minutes, but first I want to tell you how the training will be organized.

   There are five modules, or five main topic areas, we will be covering. The first module, BUILDING A SUCCESSFUL SOCIAL SERVICE PROGRAM begins with an introduction to the Social Service Component. This is the first session. The remaining sessions in this Module focus on several principles that are essential to the success of the Social Services Component:

   - *MULTICULTURAL AWARENESS* [specify date]
   - *PARTNERSHIP WITH PARENTS* [specify date]
   - *COMMUNICATING EFFECTIVELY* [specify date]
   - *ENSURING CONFIDENTIALITY* [specify date]
   - *RECORD KEEPING* [specify date]

   After we complete the training on this first module, BUILDING A SUCCESSFUL SOCIAL SERVICES PROGRAM, we will cover four additional modules:

   - *CONDUCTING OUTREACH, RECRUITMENT AND ENROLLMENT*
   - *FAMILY NEEDS ASSESSMENT*
   - *PROVIDING SERVICES TO INDIVIDUALS AND FAMILIES*
   - *ESTABLISHING AND MAINTAINING COMMUNITY SERVICE LINKAGES*
4. Continue with an overview of the Social Services Component of Head Start. The following lecture and the accompanying handout is reprinted from the Introduction to this training manual for your convenience:

   Head Start is a comprehensive child development program funded by the federal government and launched in 1965 to help young children from low-income families get a better start in life. Head Start was designed to support the role of parents and to provide

their children, primarily three to five years old, with a full program of educational, health, nutrition, and social services to meet their needs and enrich their lives.

The overall goal of the Head Start program is to engender a greater degree of social competence in children of low-income families by strengthening their ability to cope with school and the world around them, and by helping to create new opportunities for them and their families. Because parents are the most important influence on a child's development, Head Start involves parents in all phases of the program.

Now let's take a look at the Social Services Component itself. The Social Services Component of Head Start assists families enrolled in the program to improve the condition and quality of family life. In Head Start, Social Services are conducted with families in the program, not for the families. Emphasis is placed on families and individuals using their own resources to resolve issues as they arise.

TRAINER'S NOTE: Distribute copies of A Guide for Providing Social Services in Head Start and The Head Start Program Performance Standards and refer the group to Section 1304.4-1 of the standards.

As are all aspects of the Head Start program, the Social Services Component is grounded in the Head Start Program Performance Standards. The Performance Standards were developed by a team of experts and practitioners in the early 1970s to represent the best practices emanating from Head Start experience. They reflect the essential ingredients of a quality program for children and families. Section 1304.4-1 of the Head Start Program Performance Standards outlines the Social Services objectives which include:

(a) Establishing and maintaining an outreach and recruitment process which systematically insures enrollment of eligible children.

(b) Providing enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.

(c) Achieving parent participation in the center and home program and related activities.

(d) Assisting the family in its own efforts to improve the condition and quality of family life.

(e) Making parents aware of community services and resources and facilitating their use.

As you will see when you read through A Guide for Providing Social Services in Head Start, you have the specific responsibility for ensuring that children and families in the program receive the Social Services they need. The broad, basic needs and the specific social, emotional, and parenting needs of families can only be met through a comprehensive Social Services program, coordinated with the other Head Start Component efforts.

Your activities will include:

- *community outreach and recruitment*
- *enrollment of children*
- *family needs assessment*
- *case management*
- *providing information about available community resources and how to obtain them*
- *referrals*
- *emergency assistance and/or crisis intervention*
- *follow-up;*
- *record keeping*
- *advocacy*

This training will cover the basic skills you will need to carry out these activities. We will continue to refer to these two documents throughout the training. They are a valuable resource for you.

5. Distribute the handout, "Overview of the Head Start Social Services Program."

   This handout summarizes what I have just covered. Social Services Components in Head Start programs all over the country follow the Head Start Program Performance Standards, but may accomplish these objectives in different ways. Here in our program...

   TRAINER'S NOTE: Add information you prepared in advance about how your program operates and the roles the participants will play in the program.

6. Ask for, and briefly answer any questions.

B. THE RESOURCE POOL (45 minutes)

1. Introduce the next activity using the following material as a guide:

   As a group we have had a broad range of experiences that truly enrich the Social Services Component. The families enrolled in the program are fortunate to have people like you to work with when they need support. It is also important for you to know each other well. Since you each have very special skills, you can be invaluable resources to each other as well as to the children and their families.

   TRAINER'S NOTE: Acknowledge one or two members of the group whom you know, saying something like, "For example, Mrs. Ramirez, since you speak Spanish, you will be an important link to families who speak Spanish but little or no English. And Mr. Dexter, I know you have lived in this community for over 20 years and have been actively involved in the school system. You can be an important link to the community for us." Continue to interject personal comments throughout the introduction where possible. Be aware, however, that it is the quality of experience that is important, not just quantity.

In addition to the educational background or any formal training we have had, we each bring our own experiences from other jobs, from our work in the community, and with our own families in everything from fund raising for our religious organizations and schools to special hobbies such as sewing or playing a musical instrument. We are going to take some time now to identify all the varied resources you bring to this program. I think you will be amazed. . . and proud of your accomplishments as a group!

2. Ask the participants to divide into small groups of at least three and no more than six people. Ask them to join people they do not yet know well.
3. Distribute the handout, "What Do We Offer?," a piece of newsprint and an assortment of different colored markers to each small group. Explain that each group has 20 minutes to make a poster. Introduce the activity using the following information as a guide:

   The poster you will prepare will depict the special experiences and interests you have as a group. You can use words, a drawing, or symbols to convey what you bring to the program as a group. This process will also give you an opportunity to get to know each other better. When you have finished your poster, we will post it on the wall, and you will have an opportunity to describe it and introduce each other.

   So begin by introducing yourselves. Then use the questions on the handout to help you decide what to put on your poster. Be sure your poster includes:

   - *all your names*
   - *your total years of work experience, either paid or volunteer work, related to the program*
   - *any other contributions you bring*
   - *a drawing or symbol depicting the strengths, abilities and qualities you bring to the program*

4. After ten minutes, announce that ten minutes remain and that the groups should be starting their drawings.
5. Two minutes before the end of the 20 minutes, give a two minute warning.
6. At the end of 20 minutes, call time and reconvene the large group.
7. Taking each group in turn, ask a representative to tape their poster to the wall, introduce each member of the group, and give a brief (two minute) explanation of the poster.
8. When all groups have presented, summarize the activity by commenting on common themes, the ways their experiences will benefit the program, and the variety of resources they bring. Add up, and post, the grand total of years of experience represented in the group. Continue with the following summary:

   The range of experience and skills represented in the group is impressive! Of course, it's not just the total number of years or time spent on the various activities that prepare you for this work, but rather the skills and lessons you learned from these experiences that enrich our resource pool. And at the same time, we all can benefit from additional learning and enhanced skills which this training is designed to achieve.

C. GROUP DISCUSSION: WHAT DO WE STAND FOR? (20 minutes)

1. Introduce a group discussion using the following information as a guide:

As we discussed earlier, we are bound by the Head Start Program Performance Standards to include certain very specific activities in our Social Services program. Let's review them for a moment. Who can tell me what services are included?

TRAINER'S NOTE: Be sure the following are mentioned:

- community outreach and recruitment
- enrollment of children
- family needs assessment
- providing information about available community resources and how to obtain them
- referrals
- emergency assistance and/or crisis intervention
- follow-up
- record keeping
- advocacy

Even though we know these are the services we will be providing, it is important for us to have these activities grounded in a sense of purpose. Just for fun, let's imagine that we are responsible for designing the program. Let's think about our underlying philosophy. What beliefs do we have about families? About the program?

*2. Prepare and post two sheets of newsprint entitled, BELIEFS ABOUT FAMILIES and BELIEFS ABOUT THE PROGRAM. Continue the discussion, recording the group's responses on the newsprint. Be sure any negative beliefs and attitudes are redefined in terms of needs that the program philosophy encompasses. Continue with any of the following material that has not already been mentioned:

So, we have some important beliefs that need to be reflected in the program:

Beliefs About Families

- *Families play a primary role in shaping a child's development.*
- *Parents are the primary decision makers for their family.*
- *The needs of a child can best be met when the needs of the total family are addressed.*

Beliefs About the Program:

- *Community support is essential to achieving program goals.*
- *Primary emphasis must be on prevention rather than treatment.*
- *The program must reflect sensitivity to and accommodate cultural differences.*
- *The program should be at the center of an integrated network of services for families.*

Now, let's consider the goals of our program. Think about what you already know about Head Start in general and the Social Services Component in particular.

- *The central goal of the Head Start or his or her program is to promote the healthy growth and development of the child and his or her family.*
- *The Social Services Component contributes to achieving the primary goal for parents which is to promote their ability to improve the condition and quality of family life and to strengthen their role as primary decision makers for their family.*

D. GROUP DISCUSSION: MEASURING OUR SUCCESSES (30 minutes)

*1. Tape up five pieces of newsprint with one of the following labels at the top of each sheet: OUTREACH AND RECRUITMENT; ENROLLMENT; PARENT PARTICIPATION; ASSISTANCE TO FAMILIES; UTILIZING COMMUNITY RESOURCES. Introduce the group discussion using the following information as a guide:

Now, let's identify ways to determine when our efforts to achieve these goals are successful. We are going to look at the aspects of the Social Services Component that correspond to the objectives listed in the Head Start Program Performance Standards. These are listed on the pieces of newsprint that are posted on the wall.

Let's imagine that the year is at an end and we are looking back on the year's accomplishments. What will be our evidence that our outreach and recruitment efforts have been successful? What do we need to see in order to know we have succeeded? How can we record our successes while we are conducting outreach and recruitment activities?

TRAINER'S NOTE: Record the group's responses on the first sheet of newsprint. Offer examples such as the following if the group needs assistance.

- "x" number of families were recruited by parents in the program
- The active waiting list was expanded by "x" number of families
- A record number of applications ("x"% more than last year) were received. Of these "y"% resulted in enrollment
- The number of recruitment resources was doubled, thereby greatly expanding the recruitment network.

Then continue.

We are going to look at each of the other objectives so we will know how to measure our successes as the year goes on.

2. Ask the group to turn their chairs to form four small groups. Assign each of the remaining objectives to one of the groups. Explain that they will have ten minutes to list the evidence they will need to have in order to be certain that the program activities are working.
3. After ten minutes ask each group to read its list. Record the ideas on the appropriate piece of newsprint. Ask the rest of the group if it has any additions or other ideas. Be sure to include ideas for keeping track of the program successes as the year goes on. Ask questions to clarify any ideas that are not specific enough, are unrealistic, or not within the program's control. Draw on the following list of examples to enhance each list, as appropriate.

Enrollment

- level of approved funding maintained
- monthly enrollment maintained throughout the year
- average daily attendance maintained;
- parents initiated a successful parent-to-parent outreach in response to repeated absences; or
- the waiting list was activated and replenished throughout the year

Parent Participation (note overlap with other areas)

- newly formed family support group met monthly
- significant increase in percentage of parents attending Exploring Parenting sessions
- expanded parent volunteer program (for example parents accompanied "x" new workers to the WIC office)
- developed feedback log for Resource Guide
- "x" number participated in the review of the Social Services Component;
- parents developed linkages with parents in the broader community (e.g., recruited "x" number of parents from community to participate in a Forum on Housing)

Assistance to Families

- established clothing bank
- sponsored on-site literacy class
- prepared five families for attending AA

Utilizing Community Resources

- increased number of parents referred to alcohol and substance abuse treatment
- established linkages with "x" number of members of the business community
- the percentage who completed the GED program at the community college doubled over the previous year

E. CLOSING (10 minutes)

1. Review all the newsprint sheets that have been posted during the session. With great enthusiasm in your voice, continue with the following summary:

   How do you feel when you think about all the successes we are anticipating? This list is truly impressive, isn't it? Just imagine what it will be like to look back over the year knowing that we have accomplished all these things.

   TRAINER'S NOTE: Allow time for the group to respond. Look from person to person and encourage each participant to express reactions and feelings. Share some of your own feelings of satisfaction and pride regarding children and families you have worked with in past years.

   In one of our upcoming sessions we will learn specific record keeping techniques so that we will be able to measure our progress in a systematic way. But this discussion has already started us thinking about where we are headed. And perhaps most important of all, we

need to remember that we can all feel very proud knowing that we are part of a program that affects the lives of children and families. . . and each of us can see that what we do here <u>really does</u> make a difference!

2. Announce the time, place and topic of the next training session.
3. Have a list of experienced staff members who have agreed to serve as partners for the new staff. Distribute the list and have the new staff members sign their names beside the names of experienced staff. Explain the Follow-Up Activity, using the following information as a guide:

   Before the next session you will each have an opportunity to work with an experienced staff person. She or he will introduce you to several parents, accompany you while you observe in a classroom, and take you on at least one home visit. Feel free to ask questions during the time you are with them. They have all agreed to help you in any way they can. This opportunity will really bring the program alive for you. Enjoy yourselves until our next session.

4. Distribute an evaluation form and ask participants to complete it before leaving. Collect the forms.

SESSION 2: MULTICULTURAL AWARENESS

This session is the first in a series of five designed to familiarize participants with some of the fundamental principles upon which the Social Services Component is based. Participants will have the opportunity to discuss and examine cultural issues and to become aware of their own cultural biases. The activities offer a vehicle for reinforcing the necessity for multicultural awareness and increasing cultural sensitivity thereby enhancing services to children and families.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities**
Understand the importance of multicultural awareness	A
Identify behaviors that may negatively affect service delivery	B,C
Identify some societal factors that contribute to cultural ignorance	C
Work toward increasing cultural awareness and sensitivity	B,C,D,E,F,G
Celebrate the multicultural diversity inherent in Head Start	F

TIME

4 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: Multicultural Awareness
- Sample Resource Material - Native American Learning Styles
- Principles of Multicultural Programming
- What Do People Believe About My Ethnic Group
- Areas of Cultural Deficiency
- Personal Cultural Awareness Plan (PCAP)

ADVANCE PREPARATION

- Having an experienced co-trainer is **essential** for this session. Possibilities include a faculty member with expertise in multicultural awareness from a local college or university department of Social Work, Human Services, Ethnic Studies, Sociology, Psychology, or Education. Local agencies specializing in refugee resettlement or services to specific minority groups may also be able to provide a co-trainer. Before asking someone to serve as your co-trainer, however, be sure he or she also has experience as a trainer, not just expertise in the subject. Prior to the session, meet with your co-trainer to discuss your respective roles in the session. Discuss appropriate modifications to make the session more relevant to issues in your community and the cultural/ethnic background of families in the program.
- Compile statistics on minority populations represented in your community and in the program. Include information on trends and projected population increases.

- Review training content; make alterations in examples to better reflect cultural and ethnic background examples in your program. Insert examples from your own experience where appropriate.
- Invite experienced staff members to attend the session. You might ask one person to describe how the program reflects multicultural sensitivity. During small group activities, ask the experienced staff members to divide up among the less experienced staff. Ask them to serve more as facilitators than as contributors, however.
- Collect resource materials (articles, videos, music, recipes) that reflect the various cultural heritages of families in both your community and the program. See the Sample Resource Material, included in the Participant Materials.
- Decide how you want to follow-up with staff after they complete the assignment selected at the end of the training (e.g., schedule a follow-up group discussion, plan a multicultural event for families and staff).

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 minutes)

1. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activity related to the last session.
2. Introduce the co-trainer and staff or community resource people who are participating in the session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute agenda and name tags.
5. Provide a brief introduction to the session using the following material as a guide:

As you know, today's session is the first in the series on the fundamental principles reflected in the Head Start Social Services Component. In fact, in a multicultural society, all human service workers must become culturally competent. ***Being culturally competent means that we must understand, respect, and respond appropriately to the cultural needs of the children and families with whom we work.*** *This session provides an opportunity for making a personal and professional commitment to becoming culturally competent. It does not mean that we need to know everything about a given culture. Rather, as culturally competent workers we demonstrate an openness and willingness to learn.*

The culturally competent Social Services staff person is one who is able to develop a helping relationship with a family that takes into account both their basic human needs and those behavioral and social factors and values that are culturally specific to the family. When you are culturally competent you believe that all families, (and this, of course, includes families who are members of minority groups) are entitled to quality service, and you understand that it is impossible to deliver such service using a mono-cultural service model. As a culturally competent worker you also recognize that failure to respond to a family with sensitivity to their culture can lead to their distrust and unwillingness to participate in the helping relationship and use available services.

An Administration for Children, Youth and Families (ACYF), publication "Principles of Multicultural Programming" proposes that effective Head Start programming requires understanding, sensitivity and responsiveness to the cultures of all enrolled children and families. Since its inception in 1965, Head Start has recognized the importance of nurturing the self-esteem of each child and family in the program. The Head Start Program Performance Standards stress the importance of enhancing the sense of dignity and self-worth of each child and his or her family, and Head Start grantees have sought to develop approaches which support this goal.

Head Start grantees must be sensitive to culture if they are to help children achieve social competence in order for them to reach their full potential. Each child's cultural background is an integral part of the child and must be respected and supported. Children and their families come to Head Start rooted in a culture which gives them meaning and direction. This culture is a set of rules that governs their "world", organizes their physical and social interactions and shapes their understanding and perceptions of behavior and ideas. The child's culture and family provide the foundation upon which the child's social competence is developed.

The cultural, racial and ethnic composition of the Head Start community is becoming increasingly diverse as Head Start reflects the demographic changes in America. To be successful, the Head Start community understands and commits to appropriate multicultural programming, which builds upon each family's culture and prepares the child to respect and deal effectively with other cultures. Children enrolling in Head Start will interact — in the future, if not today — with others in this culturally diverse society. Head Start programs, a partnership of parents, staff and the community, help children develop the self-confidence and skills they will need to successfully learn and develop within this diverse world.

Multicultural programming incorporates approaches that validate and build upon the culture and strengths of the child and family. Such efforts require that policies and practices be examined for bias.

TRAINER'S NOTE: Refer participants to Subpart B, Section 1304.2 of the Head Start Program Performance Standards: Education service objectives and Performance Standards. Distribute the handout, "Principles of Multicultural Programming."

These principles are at the very foundation of Project Head Start program goals. As the entire Head Start community implements these principles in its policies, procedures and practices, it will support the development of social competence in children while acknowledging and reinforcing the critical role of the family.

These principles focus primarily on Head Start's program for children. Subpart B, Section 1304.2 of the Head Start Program Performance Standards provides guidance for ensuring that teaching embodies multicultural sensitivity. But, as the Task Force points out, multicultural programming should not be limited, as it was in the past, to the Educational Component. Rather, Head Start is a comprehensive program and all components provide services to and impact on children and families. Cultural differences, stereotypes and biases can be found in all components. To achieve Head Start goals and maximize child and family development, these principles must not be limited to the Educational Components but must be applied to all aspects of the program, including the Social Services Component.

The first step in becoming culturally competent is to acknowledge the fact that as human services workers we are all, to some degree, culturally insensitive. This insensitivity is the result of a tendency toward ethnocentricity, that is, seeing things from our own cultural perspective, as well as our limited exposure to and ignorance about other cultures. To overcome this ignorance, we must examine our own attitudes and perceptions of other cultures, and we must become aware of negative stereotyping that can lead to inappropriate and ineffective intervention.

B. WHAT DO PEOPLE BELIEVE ABOUT MY ETHNIC GROUP? (30 minutes)

1. Begin by asking the following question:
   - What Is A Stereotype?
2. Allow several participants to respond and then offer the following definition:

A stereotype ,whether positive or negative, is a relatively rigid and over-simplified belief about a group of people that is not based on facts or actual experiences. All the members of the group are labeled with the so-called group characteristics. There are stereotypes about people, places and things. Stereotypes are very powerful because we use them to form our impressions. These impressions very often become the foundation for our attitude, behavior and interpretation of an experience.

TRAINER'S NOTE: Give or ask for examples of stereotypes about people, places and things before continuing.

We are going to talk specifically about stereotypes about people. Stereotyping people means that all of the members of a particular group are labeled with so called group characteristics. Stereotyping people has two basic effects:

- *Individual differences are often discounted or ignored.*
- *The group members may come to believe that the stereotypes are true and may act In ways that reinforces the stereotypes. This is called a self-fulfilling prophecy.*

There are both positive and negative stereotypes. For example, I could say:

Positive: All green people are highly intelligent.

Even though this statement is complimentary, it does not recognize individual difference and some of the green people will feel pressured to live up to this perception of them. For the green people who are highly intelligent, the stereotype may be positive. It is those green people who are not highly intelligent who will be negatively affected by this stereotype.

Negative: All purple people are heavy drinkers.

This is a non-complimentary statement about purple people that does not allow for individual differences. With this as the perception, the purple person's behavior is likely to be attributed to drinking. People, including purple ones, are likely to develop a "you know how those people are" attitude.

It may be a fact that a high percentage of green people are highly intelligent. A high percentage of purple people may be heavy drinkers. But what makes a stereotype dangerous is the word ALL.

3. Go around the room and ask participants what word they prefer to use in reference to their ethnic group, for example, Latino vs. Hispanic or African-American vs. Black. If members of each ethnic group represented prefer different terms, ask them to come to agreement among themselves and select the word that is most appropriate. Continue to use the selected words for the remainder of the session.

4. Distribute the handout, "What Do People Believe About My Ethnic Group?" Ask participants to think about their own ethnic group and complete the sheet by listing as many positive and negative stereotypes that people believe about their individual ethnic group. Tell them they will have 10 minutes.

   TRAINER'S NOTE: If there is no diversity in the group. Ask the group to choose three or four cultural/ethnic groups to consider. Then modify the activity to address "Stereotypes I have heard about..."

*5. Prepare enough newsprint sheets labeled STEREOTYPES ABOUT _____ so that there is one sheet for each of the ethnic groups the participants represent or select and post.

6. At the end of 10 minutes call time and ask for volunteers from each ethnic group represented to share their lists. Explain that as they list the stereotypes associated with their respective ethnic groups, you will record them on newsprint so that at the end of the reports it will be possible to assess common themes.

7. After the stereotypes have been recorded, make a tally of the number of participants who have heard a particular stereotype. Read the stereotypes recorded about each ethnic group. Ask participants to raise their hands if they have heard a specific stereotype before. Write the number of responses next to the stereotype.

8. When the tally is completed, lead a discussion that will encourage participants to think about the following:

   - What impact can a stereotype have on an ethnic group?
   - What impact can a stereotype have on individual member of an ethnic group?
   - What impact can a stereotype about one ethnic group have on the attitude and behavior of members of other ethnic groups?
   - Why do people believe stereotypes?
   - Where do stereotypes come from?
   - What are the implications of stereotyping for our work with children and families?

   Throughout the discussion, refer to the stereotypes that you have written on the newsprint sheet.

9. Summarize the discussion and provide closure using the following material as a guide:

   Stereotyping is very powerful and dangerous because it can justify actions that restrict and exclude groups of people and limit their opportunities. A stereotype serves as a substitute for a real understanding and authentic experiences with people who are different from us. It generally results from very limited experience and is passed on from one person to the next, one generation to the next. A stereotype leads to prejudice. Prejudice is an

attitude. Prejudice leads to discrimination. Discrimination is a behavior. Stereotyping causes people to make generalizations, anticipate the behavior of others and adjust their own behavior. We need to be aware of the power of stereotypes and the impact they can have on our work with families.

C. WHAT IS CULTURE? (1 hour, 30 minutes)

1. Introduce the topic using the following material as a guide:

   One of the reasons stereotyping is dangerous is that it interferes with our willingness to recognize and value culture as a significant factor in the behavior, attitudes and values of people. It is difficult to be culturally aware and culturally sensitive when we have preconceived notions about people. We must first recognize and eliminate stereotypes. There are six basic steps you can take to begin the process of overcoming cultural insensitivity and achieving cultural competence. You need to:

   - *acknowledge the need to be culturally aware and sensitive*
   - *examine your own and the agency's attitude about and perception of other cultures*
   - *acknowledge your own areas of cultural insensitivity*
   - *make an individual and agency commitment to become more culturally aware*
   - *refrain from making assumptions and generalizing about a group of people*
   - *recognize and utilize as resources people of various cultures*

   When there is no formal effort on the part of individuals and agencies to increase cultural awareness and sensitivity, beliefs and attitudes that grow out of stereotypes will greatly influence Social Work practice. On the other hand, an increase in cultural awareness and cultural sensitivity can combat the negative effects of stereotyping. This is important because there are many stereotypes that dictate how members of different cultures are treated. If, in fact, there is no real effort to increase cultural awareness, beliefs and attitudes that grow out of stereotypes will be the basis for interaction and decision making.

2. Begin a discussion by asking the question:
   - How many of you provide services to families from cultural groups different from your own?"
3. Allow participants time to respond and then ask participants to name the cultural groups with whom they are working. Record on newsprint the different groups they are working with. Make sure everyone responds.
4. Encourage participants to talk about their feelings about working with different cultures and the impact it has on their work. Go around the room and ask volunteers to respond to the following questions:
   - How do you feel about working with people from cultural groups different from your own?
   - What impact do your feelings have on your work?

5. Listen for comments such as:
    - "I don't feel anything."
    - "It doesn't make any difference."
    - "People are people."
    - "I get along with everyone."
    - "We are all the same."
    - "God made us all."
6. Probe for deeper feelings, then summarize the discussion using the following material:

    Sometimes our responses indicate a certain amount of denial about the reality of cultural difference. Such a denial makes it difficult, if not impossible, to honor very basic Social Work principles:

    - *Workers need to start where the person is.*
    - *Workers must have respect for the dignity and uniqueness of each individual.*

    If we cannot acknowledge the reality of cultural differences, these principles are immediately violated. A person is his or her culture. That is where the culturally competent worker has to start. Dignity and uniqueness can be respected only when there is a willingness to accept the fact that cultural differences means that people of color are different from the majority culture.

    TRAINER'S NOTE: Summarize the discussion.

*7. Prepare, and post a sheet of newsprint labeled, CULTURE IS. . .

8. Read the statement and then ask participants to respond. Record the participants' responses on the newsprint.

9. Provide the following definition of culture and then ask participants if the definition is acceptable. Discuss it and relate it to the activity they have just completed.

    In Alerta[1], the multicultural, bilingual curriculum for children, CULTURE IS defined as: "...everything that makes up the life of a people - the objects they use in daily life, the ways they conduct the lives, and the deep-seated and often unconscious reasons they do things in a certain way (their values).

10. Continue with the following information:

    There are, of course, many definitions of culture. We can conclude, though that culture is the sum total of skills, beliefs, knowledge, values and products that are shared by people and transmitted from one generation to the next. The Head Start Multicultural Principles

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[1] Williams, L. C. and DiGaetano, Y. *Alerta, A Multicultural, Bilingual Approach to Teaching Young Children.* Menlo Park: Addison-Wesley, 1985.

begin with the statement, "Every individual is rooted in a culture." They maintain that culture includes a set of rules that governs an individual's or group's "world," that organizes their physical and social interactions, and that provides values and directions for how behaviors and ideas are perceived. Every individual has a culture.

Though culture is passed on from generation to generation, it is dynamic and evolves and adapts to the contemporary environment. Culture is not overtly taught, but rather acquired through living. Families must be supported in their cultural identity in order to foster it in their children.

Historically, in the United States, traditions derived from Western European cultures have been perceived as the dominant culture and all other cultural groups have been considered as the minority. However, one of the reasons an understanding of cultural differences is so important is that members of minority groups represent an ever-increasing percentage of the total population. In the ten years from 1970-1980, there was a substantial increase in the number of minorities living in this country. According to the 1980 census, these ethnic/cultural groups made up approximately 17% of the population, an increase from 12.5% to 16.8%. 38.2 million people belong to these groups.

These statistics point to significant influences on service delivery. Let's examine the statistics on Latino families as an example, so that you have a better picture of what we must recognize. According to the 1980 Census bureau report:

- *There was a 17% increase in the Latino population between the years of 1980 and 1985. (3.3% growth on the whole nationally.)*
- *The Latino population is younger, less educated and more likely to live in poverty.*
- *14% of Latinos completed less than five years of school (2% nationally complete less than five years).*
- *Less than 50% of all Latinos graduate from high school, which is 25% fewer than the national average.*
- *Unemployment rate of Latino people is 11.3%.*
- *Overall median income is $18,800, or $8,000 less than the national median income.*
- *25% of all Latino families fall below the poverty line.*

TRAINER'S NOTE: Insert the statistics you have compiled regarding various cultures represented in the Head Start program and in the community at large. Include information on projected increases. Be sure to include information about national origin, for example, Jamaican, Vietnamese, Cuban, etc.

With the expectation that these types of trends will continue, we must examine our approach to working with people of color and members of various cultural groups. In many cases, approaches to working with families are not sufficiently responsive to cultural differences. For example, let's look for a moment at a common complaint from Social

Services staff. How many have ever said that a particular family is resistant, or maybe even unmotivated to obtain the services to which they are entitled? Why might a family that are members of a minority group be reluctant to become involved in the service system? [Allow time for response.] *This reluctance, however, sometimes reinforces workers' stereotypes; there is the danger of assuming that a family is apathetic and resistant when, in fact, their behavior reflects their valid concerns about the system.*

TRAINER'S NOTE: Comment on the degree to which the staff in your program reflect the cultural diversity of the families in the program. If there is an appropriate balance, emphasize the important asset this balance represents. If not, stress the importance of becoming familiar with the culture and values of the families you serve. Distribute the handout, "Areas of Cultural Deficiency," and then continue.

Recent literature on improving cultural sensitivity points to five areas in which human service workers may be deficient in their cultural awareness. Let's look at each one so we can examine our own attitudes about cultural differences and ultimately enhance our cultural competence.

TRAINER'S NOTE: Explain, discuss and give an example of each of the deficiencies. Encourage participants to identify ways they have fallen prey to these deficiencies.

1. *THE INABILITY TO UNDERSTAND THE SOCIAL, ECONOMIC AND CULTURAL CUSTOMS OF AN ETHNIC GROUP.*

The greater the difference between the cultural experiences of the worker and the person seeking help, the more difficult it may be for the worker to intervene from a culturally appropriate perspective.

Example: Early in the helping relationship, a worker asks questions that would require full disclosure on the part of a Latino person. The person may avoid answering the questions directly, may become quiet or may say, "I have this friend..." The person may also ask directly, "What should my friend do?"

The culturally deficient worker may interpret this behavior as avoidance, resistance, uncooperative or may describe the person as unable to verbalize his/her problem or needs.

The culturally competent worker understands that people of color and other members of other minority groups very often will not reveal information during the initial stages of the helping relationship because discussing problems with certain people outside of the immediate family is a violation of cultural norms.

2. *LACK OF AWARENESS OF FEELINGS ABOUT THE CULTURES OF PEOPLE FROM OTHER RACIAL OR ETHNIC GROUPS*

As human service workers we may have a tendency to espouse a "people are people" attitude. While this may sound very open and accepting, it represents denial and an intolerance for cultural differences. If we deny the reality of cultural difference, we are also denying the values of any culture outside of our own. The denial prevents a worker from

becoming aware of her or his feelings about people of color and other members of minority groups and how these feelings will influence intervention.

Example: A worker visits the home of a Native American family to offer assistance for a special needs infant who is not receiving services. The family refuses because "we can take care of our own."

The culturally deficient worker will insist that the family accept the service and may tell the family that the law requires her or him to make a report to child protective services if they continue to refuse. This worker is unaware of her or his feelings about the cultural reason for the refusal and may insist that she or he is acting in the best interest of the infant.

The culturally competent worker is, instead, aware that the family's refusal stems from cultural norms and may reflect fear. But, we also know that the social network of the Native American is very strong, consisting of nuclear family, extended family and family associates. It is important to remember that elders and members of the Tribal Council are consulted about decisions. In addition, Native Americans who live on reservations may prefer to use the Social Services provided within the tribal system. With this understanding as well as awareness of our own feelings, we would be careful not to mention child protective services or anything else that might alienate the family. Instead, we could acknowledge the value of the decision, state our own responsibility and ask how we can work together.

C. LITTLE OR NO RESEARCH INTO THE PARTICULARS OF ETHNIC BEHAVIOR.

Historically the emphasis on assimilation, and a preference for cultural homogeneity, has reduced awareness of the need for research on culturally responsive services. This means that as workers we are all too often dependent upon theories and beliefs that are not designed to work with people of color and members of other minority groups. Too frequently research compares people of color to the majority culture. When such comparisons are made, people of color are viewed from a deficit perspective.

Example: A worker visits the home of a 50 year-old African-American grandmother who is the primary caretaker of five grandchildren, all under school age. The grandmother is on fixed income and is not well. She receives very little financial assistance from the children's parents. When the worker suggested contacting an agency to obtain homemaker services the grandmother said no and said, "God will make a way."

The culturally deficient worker who may be strongly influenced by research, theories and/or beliefs based on the majority culture, may view the grandmother's comment as an inappropriate response to a serious situation, not reality based, denial and not acting in the best interest of the children. The worker may then talk about what is best for the

children and tell the grandmother how wonderful it is that she has taken on this responsibility.

The culturally competent worker will recognize the problems in this situation. However, we will also know that the grandmother's response may be reflective of a strong religious orientation. Recognizing the importance of religion and faith in African-American culture we would understand that God is very much a part of everyday situations for this family and acknowledge the grandmother's expression of faith as a strength. Suggested interventions will support rather than challenge that faith. In fact working with the pastor of her church may be the most fruitful avenue for intervening.

4. *CULTURALLY DEFICIENT SOCIAL WORK TRAINING DOES NOT FOCUS ON A HELPING PERSPECTIVE FOR PEOPLE OF COLOR AND MEMBERS OF OTHER MINORITY GROUPS.*

Basically, Social Work education is designed to help the worker acquire the values and skills needed to respond appropriately to basic human needs such as the need to be treated with dignity and self-respect and self-determination. However, without specific training on cultural differences, the worker is in danger of taking a generic approach to intervention.

Example: The worker knows the importance of parent involvement in a child's educational development. Therefore, with an Asian mother of a Head Start child never attends a parent meeting, the worker makes a home visit to talk the mother into attending the meetings especially since her only child is in the program. When the worker directly asked the mother to attend the meeting the next day, she did not respond.

Because of lack of training, the culturally deficient worker may determine the mother's lack of response as fear or disinterest and may talk about how important for children to have their parents involved. The worker may also suggest that she can come to the meeting with another parent.

The culturally competent worker understands that in many Asian families, the father is the undisputed leader in the home and that the mother perhaps is not in a position to make such a decision. We also understand that the mother's lack of response may have been due to the fact that Asians are often not confrontive and demonstrate high respect for people who are in authority. To show respect for the position of both parents, we might ask if it is possible to arrange a time when we could meet with both parents to discuss the importance of parent involvement.

11. Introduce a small group activity by explaining that participants will now have an opportunity to address these deficiencies.

12. Divide participants into five small groups. Assign one deficiency to each group, and then instruct all five groups to spend 15 minutes discussing the following question:

- What impact can this deficiency have on our families?

13. Explain that each group should choose one person to lead the discussion and one to serve as recorder. Explain that the recorder will share the group's ideas with the rest of the group at the end of the 15 minutes.
14. At the end of 15 minutes, call time and ask the recorder from each group to summarize their group's ideas with the large group. Encourage the group to respond when they have heard all the reports, then summarize the ways each deficiency can impact Head Start families.
15. Ask participants to return to their small groups and continue their discussion using the following question:
    - How can we overcome this deficiency?
16. Distribute pieces of newsprint and markers to each group. Explain that each recorder will be able to list the groups ideas and strategies on the newsprint. Ask them to label the newsprint so it can be posted for a large group discussion. Tell them they will again have 15 minutes.
17. At the end of 15 minutes, call time. Ask each recorder in turn to post their group's newsprint and give a report to the large group.
18. Allow time after each report for comments. Summarize the reports. Emphasize the ways each groups ideas represent movement toward cultural compliance.

D. INCREASING CULTURAL SENSITIVITY (45 minutes)

1. Have the newsprint sheets you previously prepared listing the cultures represented in the program ready for this activity. If, however, only one ethnic or cultural group is represented in the program, continue using the three of four ethnic/cultural groups discussed in Activity B, Step #4.
2. Introduce the activity by presenting the following material:

   In order to increase our cultural sensitivity, we must be aware of the factors that can influence what we think about the families in the program, what we expect from families, and how we treat them. The two factors which can potentially be the most damaging are: making assumptions that are not based on facts (stereotypes); and having an inadequate understanding of the social customs of various ethnic groups (cultural ignorance).

   You will now have an opportunity to work in small groups again. Each small group will focus on a different cultural group and will answer the following questions:

   - *What stereotypes am I now aware of about _____?*
   - *What do I need to know about the customs of ___?*

   TRAINER'S NOTE: Explain each question and give examples of each.
3. Depending on the number of different cultural or ethnic groups represented on the prepared newsprint sheets, divide the participants into small groups so that each group can be assigned a different cultural or ethnic group. Distribute the newsprint sheets to the groups.
4. Explain that they will have 20 minutes to discuss the two questions in relation to the particular group they are considering.
5. Explain that each group should choose one person to lead the discussion and one to serve as recorder. Explain that the recorder will share the group's ideas with the rest of the group at the end of the 20 minutes.

6. At the end of 20 minutes, call time and ask the recorder from each group to summarize their groups ideas with the large group. Allow time after each report for comments.
7. Summarize the discussion.

E. PERSONAL CULTURAL AWARENESS PLAN (30 minutes)

1. Introduce the activity with the following material:

Stereotypes and misinformation about cultures and groups interfere with growth, communication and respect. Stereotypes are learned, and like culture, can influence values, perceptions, and behaviors. Minority groups may also share stereotypes that can affect perception of themselves and of other groups.

Individuals at every level of program operation should make a commitment to improve their program by acquiring accurate information about cultural groups, examining institutional and personal biases, and discarding stereotypes and misinformation.

Because most of us have only limited experience and exposure to other cultural groups, we have to make a commitment to get beyond the influence of stereotypes and increase our awareness of and sensitivity to other cultures in all aspects of our lives and our work with Head Start families. Making this commitment means being willing to do some very specific things. For some it may be recognizing that even at our best we are sometimes "insensitive" in how we handle cultural differences.

TRAINER'S NOTE: Distribute the handout, "Personal Cultural Awareness Plan (PCAP)."

This is a Personal Cultural Awareness Plan (PCAP). You will have 20 minutes to complete your plan. It will probably be very useful to work with another person and discuss your plans as you are completing them. The purpose of the plan is to help you develop a plan of action for increasing your cultural awareness and cultural sensitivity.

TRAINER'S NOTE: Review the plan and give some examples for each of the statements.

You are developing the plans for your own personal and professional growth. You certainly won't be required to share them with the group. However, if any of you do what to share your plans, we will be very eager to hear them.

2. At the end of 20 minutes, call time. Ask if anyone wants to share his/her PCAP. If anyone shares, applaud the effort and give very general feedback.

F. CELEBRATING MULTICULTURAL DIVERSITY (15 minutes)

1. Ask participants what it means to celebrate? Then ask for some suggestions for an on-the-spot celebration. Look for examples like clapping hands, cheering, singing, etc. Tell participants that they are going to celebrate cultural diversity. Celebrating cultural diversity is a way of acknowledging and honoring differences. Ask the group to select the way they would like to celebrate now.

2. Ask participants to arrange their chairs in a circle. Ask people from different cultures to share culturally specific information about food, clothing, family life, religion, recreation, traditions, philosophy of life, values, verbal and non-verbal communication styles, ways of doing business, taboos.
3. After each sharing, ask those who represent another culture to describe how they now understand more about the other culture.
4. After all cultures have been discussed, ask ways the group could celebrate their diversity before the close of the sessions. Ideas might include learning how to say a toast in different languages, to sing a traditional song or to extend gratitude for the gifts of understanding received in the session. Allow time for participants to complete the activity.
5. End the activity using the following as a summary:

   One of the hallmarks of Head Start is its cultural diversity. In fact, as we saw during our first training session, one of our most valuable resources we have as a staff is the opportunity for enriching our own lives and the lives of the families in the program with our own cultural richness and true appreciation of other's cultures. This celebration is in itself, symbolic of the rich assets we have within ourselves.

G. CLOSING (15 minutes)

1. Review the session objectives and summarize the session with the following:

   We have talked about our own stereotypes and our areas of cultural insensitivity. We recognize that even at our best we can sometimes be insensitive and at times even ignorant about cultural issues. We have talked about things we need to know about other ethnic groups, and have developed action plans in order to actively work on increasing our cultural awareness and sensitivity.

   I would like some volunteers to complete the following sentence:

   - *I Learned. . .*

   As I hear your statements I am going to write them on newsprint.
2. After the statements have been made and listed, read them back to the group, noting similarities and common themes. Ask for any final comments or insights.
3. Announce the time, place and topic of the next training session.
4. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. This could be a group discussion on progress with PCAPs or something as creative as a multicultural celebration day involving families and staff in the program. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
5. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 3: PARTNERSHIP WITH PARENTS

This session is the second in the series of sessions designed to familiarize participants with some of the fundamental principles upon which the Social Services Component is based. Participants will have the opportunity to discuss benefits of building a strong partnership with parents and to discover the essential elements of such a partnership.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities**
Define the elements of a successful partnerships with parents	A,B
Identify the benefits of forging a partnership with parents	D
Develop strategies for strengthening the partnership with parents	C

TIME

3 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: Partnership with Parents
- Partnership with Parents: Role Play Vignettes

ADVANCE PREPARATION

- Decide how you want to follow-up with staff after they complete the assignment at the end of the training.
- Invite parents and experienced staff to participate in the session. Meet with them before the session to discuss how they can best participate. If you elect to include parent and/or staff presentations in the initial segment, you will need to extend the amount of time allocated for the session. If experienced staff remain for the second part of the session, ask them to play the part of a parent and provide a realistic picture of the situation. Ask them to serve more as coaches than as planners, however, so new staff have the opportunity to think about effective strategies for dealing with each situation.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 minutes)

1. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

*2. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.

3. Distribute the agenda and name tags.

*4. Provide a brief introduction to the session using the following material as a guide:

As you know, today's session is the second in the series on the fundamental principles reflected in the Head Start Social Services Component. From its inception, Head Start has emphasized the importance of involving parents in all aspects of program operations. This partnership is especially important to the success of the Social Services Component.

Partnership with parents is fundamental to the success of all components of Head Start. A partnership involves joining together with another person or group to work on a common activity or to achieve a common goal. How else would you describe a ***partnership?***

TRAINER'S NOTE: Record participants' responses on a newsprint sheet labeled PARTNERSHIP. Have the phrases "common activity" and "common goal" already listed. Other responses might include:

- mutual gain
- mutual support
- shared risks
- equality
- joint effort

5. Refer participant to their copies of the Head Start Program Performance Standards. Then continue.

The Head Start Program Performance Standards ensure an active partnership with parents primarily through the Parent Involvement Component which provides for parents':

- *direct involvement in decisions regarding program planning and operations*
- *participation in classroom and other program activities as paid employees, volunteers or observers*
- *activities which they have helped to develop*
- *working with their own children in cooperation with Head Start staff*

Within the Social Services Component, this partnership is manifest when parents:

- *actively participate in the recruitment process;*
- *share responsibility for the Family Needs Assessment process*
- *provide support to other families*
- *plan and participate in organized parent group activities*

- *assist in identifying and contacting community resources*
- *serve as an advocate for the family, other families and the program*

The benefits of this partnership are also apparent in the effects it has on the parents themselves. As parents achieve the goals they identify through their joint planning with you, they become more confident in their own ability to care for their families. With knowledge and skills, parents are better able to serve as the primary decision makers for the family.

And it is through the efforts of the Social Services Component that parents are empowered in this critical role. Some parents come to Head Start with a strong sense of their role as decision makers, confident in their ability to meet the needs of the family. Others need guidance as they become more competent and acquire the skills and knowledge. In either case, all parents benefit from the support you can give them as an active partner.

It is the child who benefits most directly from a parent's autonomy and power. When the parent assumes the primary responsibility for the education and development of the child, the child looks to the parent as a role model and reaches out for support. The empowered parent has the resources and skills to respond.

Empowered parents believe they have control over events in their own lives. They do not feel like victims of circumstances because they know when to ask for help, know how to take charge of a situation and know when it is appropriate to overlook what is going on around them. Different parents reach this level of personal empowerment at different rates. You can play an important role in helping them achieve this goal. While often one parent may require only encouragement and transportation before learning to use community resources, another parent may need several months to learn to set priorities and set personal goals. It may be another year or more before the same parent independently seeks out the resources available in the community to meet the family's needs.

Empowerment occurs gradually and stems from a series of successes. Parents value themselves more when they see themselves valued by others; make decisions affecting themselves and their children when they see results and know their decisions are respected. As parents achieve more autonomy, they become an even more valuable resource to other parents and the program itself. Finally, when parents act as advocates for themselves and their children, they become a resource to the community as a whole. As they work as advocates on behalf of their own children, families throughout the community reap the benefits.

These are just some of the major benefits of building an effective partnership with parents. Now that you have had an opportunity to see the program in operation, what are some concrete examples of the partnership that you have observed? How have individual children benefited?

TRAINER'S NOTE: Allow time for participants to share specific observations. Organize the discussion around the five Social Services objectives from the Head Start Program Performance Standards:

- outreach and recruitment
- enrollment
- parent participation
- assistance to families
- utilizing community resources

You may choose to invite some of the experienced staff members to share stories about how important the partnership is to the success of the Social Services Component. You might also consider inviting a group of parents to come discuss ways they work with Social Services staff to support other families and strengthen the Social Services Component. At the very least, share your own experiences with specific families that demonstrate the importance of building a partnership with parents.

B. INGREDIENTS FOR A SUCCESSFUL PARTNERSHIP (1 hour)

1. Introduce the brainstorming activity with the following material:

Now that we have identified the exciting benefits of building a partnership with parents, let's examine the factors which will ensure that this partnership is effective. Many of you are parents yourselves. Most of the rest of you have family responsibilities of one sort or another. Stop and think for a minute how much we have to rely on others to help us take care of our families — or just ourselves for that matter. To whom do you turn when that unexpected crisis arises? Do you have medical help you can count on? Where do you go for help when one of those inevitable financial emergencies crops up? And, to begin our discussion of key ingredients is there anyone here who can actually say they have had a good experience getting a loan from the bank?

TRAINER'S NOTE: This discussion can be tricky. Use a light tone when asking these questions, but be careful to maintain respect for participant's feelings. Remember, however, that your intention is not to start a complaint session, but to start the group thinking about what they need in order to be in charge of their own lives. If someone tries to tell a sad story, laughingly say something like, "Oh, Denise, I really opened a can of worms this time, didn't I? But if we are feeling this way, just think what some of our families go through with housing problems, poor health and one financial crisis after another."

So let's look at what makes the difference between feeling helpless in a given situation as opposed to feeling empowered and in control. For example, how should a doctor treat

us so we can assume responsibility for maintaining our own good health and working in partnership with him/her when we do become sick?

*2. As the group responds, record key phrases on a piece of newsprint that is labeled, INGREDIENTS FOR A SUCCESSFUL PARTNERSHIP. If necessary, give an example to start the discussion, such as CAREFUL LISTENING, and enter it at the top of the list. Be sure the following are also included:

- clear and complete information
- mutual respect
- open channels of communication
- direct attention to concerns
- cultural sensitivity
- trust
- recognition of opinions and judgment
- realistic expectations

*3. Continue the discussion using the following material as a guide:

Do the families in the program deserve any less from us? Is there anything more we can do to ensure their cooperation in the partnership? Throughout the training we will keep coming back to the importance of effective communication. In fact, that is the subject of our next training session. Most of the phrases we have listed on the newsprint really do stem from effective communication. The other critical factor is conveying a cooperative attitude with our families. Instead of taking care of their problems for them, we must convey a willingness to work with them to help them deal effectively with situations as they arise. This way we send a message that we believe they can take charge of their own lives. Our commitment to the partnership can enhance parents' sense of control. As they become clear about both rights and responsibilities in the program, for example, parents begin to recognize the importance of their side of the partnership. When we credit what parents already do for and know about their children, we actually demonstrate our belief in the partnership. A strong partnership is founded on TRUST, and trust can only be earned through mutual respect, clear and open communication, cultural sensitivity and this spirit of cooperation.

TRAINER'S NOTE: Make any necessary additions to the original list and then post it on the wall where participants can refer to it during the remainder of the session.

Conversely, road-blocks to building a strong partnership can result from. . .

TRAINER'S NOTE: Allow time for participants to respond. Record key phrases on a piece of newsprint that is labeled, ROADBLOCKS. If necessary, give an example to start the discussion, such as CULTURAL INSENSITIVITY, and enter it at the top of the list. Be sure the following are also listed:

- usurping parental authority by solving problems for them

- unclear communication
- closed channels of communication
- lack of understanding of the parent's point of view

These roadblocks pose a real threat to the success of the partnership. And yet, in some instances, the damage comes from our being overly helpful. If we repeatedly jump in to solve a problem we may even be contributing to the problem! It is tempting to play the role of rescuer or savior and yet it is important to know we cannot fix everything. In fact, sometimes it's important to let an individual go through a situation before they are ready for change. It's a question of balance. For example, if we are always there to listen to a parent complain, and even cry, about a problem without assisting them in actually addressing the issue, we might be reinforcing the problem.

How much to intervene is always a question of balance. With some parents we have to begin by taking a more active role and then gradually encouraging their independence. We always need to ask, "How can I encourage this family to become more independent?" Not because we don't care and don't want to help, but because we don't want to encourage dependency.

TRAINER'S NOTE: Allow time for group response and discussion of actual examples, drawing on the perspectives of more experienced staff or a community resource person.

There are several factors to weigh in deciding how involved you should be:

- *degree to which a crisis situation exists*
- *the family's capacity to handle the situation*
- *the learning opportunities afforded by the situation*
- *the degree of trust between you and the family*

For example, a family in the middle of a crisis (e.g., fire has destroyed all their belongings) will require more direct assistance. A partnership of mutual support and cooperation with parents cannot exist unless expectations of each partner is clearly defined.

C. BUILDING THE PARTNERSHIP (1 hour)

1. Introduce the role-play with the following explanation:

As the training continues, you will be learning very specific skills for working in partnership with parents to address some of their families' most pressing needs. what we are going to do now is dramatize through vignettes how even in the most casual interaction, during informal contacts with parents, we can either strengthen or undermine the partnership.

You will divide into groups. Each group will have 15 minutes to plan a skit that dramatizes, first, the pitfalls we can easily fall into, and then 15 minutes to plan a way to

dramatize the means of strengthening the partnership. Each group will be given a brief description of a situation. But it is up to you to plan how you want to act it out. Every member in the group should have a part, though, so you can add in extra characters in addition to the ones identified in the vignette. After you have planned and rehearsed your skits, we will have a grand performance and you will have five minutes per group to present your skits to the whole group.

2. Distribute the handout, "Partnership with Parents: Role Play Vignettes." Assign a vignette to each group. Tell them to read the instruction written at the top of the page before they begin working on their vignette.
3. Explain that they will have 30 minutes to plan and practice both parts of the skit. Tell them that you will be circulating through the room in case they have any questions.
4. At the end of 15 minutes, tell them they should be starting their second skit.
5. After another 15 minutes, call time and ask participants to return to the large group.
6. Create a light-hearted, fun atmosphere in the room. Ask each group in turn to come up to the front, introduce their cast of characters and then perform their two skits, one right after the other. Ask them not to disclose the roadblocks or the ingredients for success they are depicting. Explain that these will be discussed after each set of skits. Limit the total time for each group to five minutes. The pace should be fast and fun, yet clearly focused on the objective of dramatizing both the roadblocks and the ingredients for a successful partnership.
7. After each group completes both skits, applaud their efforts, thank them, and then lead a brief discussion by asking the following questions:
   - How was the partnership undermined in the first skit? What pitfalls did they succumb to?
   - Referring back to our list of essential ingredients, what factors contributed to a successful partnership in the second skit?
   - What else could have been done to strengthen the partnership?

D. CLOSING (15 minutes)

1. Summarize the session by reviewing the objectives and then presenting the following:

   We have seen some very dramatic portrayals of how a strong partnership with parents can be created from even the most casual interchanges. During the course of the training you will learn other ways to strengthen and draw on this critical partnership. Just think, for example, how valuable active parent participation in the recruitment process is to the life of our program. And in this era of cutbacks in Federal dollars, it has been the strong voice of Head Start parents that has carried the message to Congress to help ensure that we continue to receive the funding we need to operate the program.
2. Ask participants to think over the material covered in the last two hours. Ask:
   - What new insights or awareness do you have about working with families?
3. Allow time for participants to respond, then explain the Follow-Up Activity. Tell the group you will allocate time at the next training session to discuss the assignment; specify the amount

of time you want them to spend (a day, one week, two weeks) in completing the assignment. Use the following as a guide:

> *Over the course of the next* [Specify time frame], *jot down notes describing times you see a successful partnership between parent and staff. Remember to include your own successes! Record your observations on index cards or just in a notebook. Include a brief description of the situation and then indicate what you think contributed to the success. What was the key ingredient? Remember to be sensitive and to protect confidentiality when you are making observations or discussing what you have observed.*

4. Announce the time, place and topic of the next training session.
5. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 4: COMMUNICATING EFFECTIVELY[1]

This session provides participants an opportunity to discuss and achieve an understanding of the key elements of effective communication. Participants will identify the primary benefits of establishing an atmosphere of positive, open communication with other staff members, parents and the community at large and then practice specific techniques for fostering effective communication.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities**
Recognize benefits and key elements of effective communication	B,F
Identify personal communication strengths and needs	B
Practice methods for establishing rapport	C
Practice techniques for clarifying messages	D
Solve problems creatively	E

TIME

6 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: Communicating Effectively
- Elements of Communication
- Self Assessment: Communication Strengths and Needs
- Establishing Rapport
- Communication Role Play
- Behavior Descriptions
- Descriptions of Feelings
- Worksheet: Description of Feelings
- Checking Out Assumptions
- Worksheet: Checking Out Assumptions
- Role Play Instructions
- Role Play Vignettes

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[1] Adapted, in part, from *Child Welfare Supervision Training Manual: Communicating Effectively*. St. Louis, MO: Washington University School of Social Work, 1987.

ADVANCE PREPARATION

- Invite a resource person to serve as co-trainer. Be sure to select an individual who has specific expertise in communications skills and group dynamics. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities. Your understanding of the group dynamics is essential, so collaboration with the co-trainer is particularly important in this session.
- Before you invite experienced staff members to this session, be sure they have not recently participated in similar training. For the last activity ask the experienced staff members who did attend to divide up among the less experienced staff for the small group role play. Ask them to serve more as facilitators than as contributors, however.
- Modify "Role Play Vignettes" to reflect issues that may commonly arise in your program.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 minutes)

1. Begin by introducing yourself, the co-trainer and any other staff members or individuals who are participating as resource people. Be sure to include:
   - name
   - educational background
   - work experience
   - specialized knowledge and skills
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

*3. Review the purpose and objectives of the session referring to the newsprint you prepared. Use the following material as a guide:

> *This session addresses techniques for communicating effectively. We will begin with an overview of effective communication and a discussion of the benefits of building a foundation of open communication with parents, other staff members and the community at large. You will also have an opportunity to think about your own skills. . . to identify ways you might want to improve them.*

B. WHAT'S IT ALL ABOUT? (30 minutes)

1. Introduce the next section using the following material as a guide:

> *Our common goal, that of providing quality services to children and families, binds our working relationship with each other and to other members of the program staff. This common concern also connects us to many individuals in the community who are involved in efforts to improve conditions for families. And our partnership with parents is founded on a shared commitment to the children.*
>
> *Many individuals with widely different backgrounds, abilities, experience and expectations participate in Head Start. And while this diversity enriches the program, it also presents a challenge. . . the challenge of working together as a team. A spirit of cooperation is essential to the smooth functioning of the program and to forging strong linkages with the community. What does this spirit of cooperation rest on? A foundation of positive, open communication.*
>
> *Let's look at what we mean by communication. Communication may be defined as* ***the shared process of speaking, listening and responding by which we achieve mutual understanding and responsive interaction.*** *In addition to the content of the message itself, there are several elements of communication.*
>
> TRAINER'S NOTE: Distribute the handout, "Elements of Communication" and refer to it as you continue.

- ***CONTENT**: the meaning of the message, e.g., an idea or a feeling (can be both direct and have hidden meaning)*
- ***PURPOSE**: the reason why the message is being sent, e.g., to share information, to express a feeling*
- ***METHOD**: how the message is delivered (spoken or written)*
- ***NON-VERBAL CUES**: the accompanying gestures or facial expressions*
- ***VERBAL PATTERNS**: the tone, pace, volume, pitch; the use of the colloquial expressions*
- ***RELATIONSHIP**: who sends the message and to whom, the relative roles and past history*
- ***EXPECTATIONS**: each person's expectations of the other*
- ***EMOTIONAL CLIMATE**: each person's emotional state at the time of the communication*
- ***TIMING**: the interaction and relationship with other events*
- ***SITUATIONAL CONTEXT**: the location and presence or absence of others*

All of us can think of times when a thoughtlessly worded message resulted in an unexpected or unintended response or when emotions ran so high that the words lost their meaning. And what about when a facial expression or tone of voice seems to contradict the content of the words. By being aware of the complexities of the communication process, we can become more sensitive to the possibilities for miscommunication and develop skills that enable us to say what we really mean. . . and say the words so they are really heard. Let's examine a few of these categories to determine how they can be incorporated into effective communication.

TRAINER'S NOTE: Select several of the categories and ask the group for suggestions for ensuring positive communication. Record the responses on newsprint.

So whether you are interacting with a parent, another staff member, or even someone from a community agency, it is important to check out each of these elements in the communication process. Later we will actually examine some difficult situations, and it will be important to keep these factors in mind. Whenever an interaction does not go the way you want it to, ask yourself:

- *Did I say what I really wanted to say?*
- *Was what I said clear?*
- *Did my verbal and nonverbal cues match the intention of my message?*
- *Were my tone of voice, pacing and pitch appropriate?*
- *Did I choose the best time and place to deliver my message?*
- *How was I feeling? Could my emotions have affected my message?*
- *How did both party's expectations affect the interaction?*
- *What was the other person's emotional state? Was I respectful?*

Later we will identify specific ways to avoid some of these traps. But first each of you will have some time to assess your own communication strengths and needs.

2. Distribute copies of the handout, "Self Assessment: Communication Strengths and Needs," and ask participants to spend a few minutes completing the self-assessment.
3. At the end of 10 minutes, continue with a discussion. Ask which of the categories seem most relevant for improving communications with other staff? With parents? With members of the community?
4. Prepare and post a sheet of newsprint labeled EFFECTIVE COMMUNICATOR. Close with a summary discussion of characteristics of the effective communicator. Record responses on the newsprint. The list is likely to include factors such as:
   - openness to new ideas
   - respect for the rights, needs and opinions of others
   - clarity of message
   - absence of hidden agendas
   - ability to see another's perspective

C. THE PERSONAL LINK: ESTABLISHING RAPPORT (1 hour, 30 minutes)[1]

1. Introduce the topic using the following material as a guide:

   How many of you have had the experience of meeting a person for the first time and yet feeling like you've known them all your life? What makes this "magic" happen?

   TRAINER'S NOTE: Allow time for participants to respond. Distribute the handout, "Establishing Rapport."

   This often happens when we sense we have a lot in common with the other person. It usually has a lot to do with the similarity between the way each of you talks. . . your rate of speech, inflection. . . and even the similarity in movements. But this rapport is not always automatic. We are going to discover some ways to establish a similar link by learning attend to the behavior of the other person. Just by matching the other person, you are more "in sync" and on your way to more effective communication. We will practice matching:

   - *breathing rate*
   - *body posture*
   - *rate of speech*
   - *tone of voice*

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[1] Adapted, with permission, Connirae Andreas and Steve Andreas, *NLP Practitioner Certification Trainer's Manual.* Boulder, CO: NLP Comprehensive, 1986.

- *body rhythms*
- *gestures*

2. Ask participants to divide into groups of three, and ask them to designate one member of the group as "A", "B", or "C."
3. Ask all the "B's" to leave the room. Explain that you will come tell them what they will be doing in a few minutes, and just to relax until you come for them.
4. Ask one of the remaining participants to come to the front of the room. Ask simple questions about a topic that interests him or her, for example family or a favorite sport or hobby.
5. While she or he is talking, match body posture and rate of movement as closely as possible. For example, if she or he leans forward with legs crossed, do the same. If she or he leans back in the chair with ankles crossed, mirror the posture as closely as possible while still remaining comfortable. After a moment point out to the group how you are matching. Then mismatch (e.g., lean forward if the other person leans back, or vice versa. Ask the other person which was more comfortable. Ask the group which posture appeared most natural.
6. Explain that when "B" returns, "A" will have a conversation with "B" about a topic "B" chooses to talk about. "A" will match posture, gestures and rate of movement. After a minute or two of matching, "A" will gradually shift to a somewhat different posture and rate of movement.
7. Explain that "C" will simply observe "B's" behavior and note if there is any shift when "A" moves to the new position. If not, "C" will instruct "A" to return to the matching.
8. Explain that it is important not to tell "B" what is going on.
9. Ask the "B's" to return, explaining beforehand that they are to tell their group about something they are very interested in, e.g., their family, a favorite sport or a hobby.
10. Allow 4-5 minutes of conversation in the groups before calling time.
11. Ask all the "A's" to leave the room. Explain that you will come tell them what they will be doing in a few minutes, and just to relax until then.
12. Ask one member of the remaining group to come to the front of the room. Ask simple questions about a topic that interests him or her, for example family or a favorite sport or hobby.
13. This time, respond by telling something comparable about yourself, matching rate of speech, volume, tone of voice. Again point out how you are matching and then continue the conversation, purposely mismatching (e.g., speaking rapidly if she/he is speaking slowly; speaking softly if she or he is speaking loudly, or vice versa). Ask the person how the two methods affected him or her. Again match, then gradually change the rate and volume. Point out how useful this can be if someone speaks very, very slowly and your natural rate of speech is more rapid.
14. Explain that when "A" returns, "B" will have a conversation with "A" about a topic "A" chooses to talk about. "B" will respond by talking about something comparable, matching rate of speech, volume, tone of voice. After a minute or two of matching, "B" will gradually shift to a somewhat different rate and volume of speech.
15. Explain that "C" will simply observe "A's" behavior and note if there is any shift when "B" changes the speech pattern. If not, "C" will instruct "B" to return to the matching.
16. Explain that it is important not to tell "A" what is going on.

17. Ask the "A's" to return, explaining before they return that they are to talk to their group about something they are very interested in, e.g., their family, a favorite sport or a hobby. Explain that this time, they will be having more of a conversation than in the previous activity.

18 Allow 4-5 minutes of conversation in the groups before calling time.

19. Ask all the "C's" to leave the room. Explain that you will come for them in a few minutes, and just to relax until then.

20. Explain that this time will be a bit different. "C's" will be asked to change groups when they return, but still talk about a topic that interests them, for example family or a favorite sport or hobby.

21. This time, "A" will ask the questions and will observe "C's" responses, but will not match either body posture or voice patterns. "B" will sit so that "C" can see him or her and will match body posture and rate of movement. For fun, tell "B" to try to think of something off the subject, therefore only watching and mirroring "C", but not actually listening attentively.

22. Explain that it is important not to tell "C" what is going on.

23. Ask the "C's" to return, explaining that they must join a new group and then talk to them about something they are very interested in, e.g., their family, a favorite sport or hobby.

24. Allow 2-3 minutes of conversation in the groups before calling time.

25. At the end of three minutes go around the room and ask several "C's" which member of the group paid the closest attention to them. Then ask that person if she or he is an "A" or a "B." After several responses let the "A's" and "B's" tell the "C's" what was really going on. In most instances, "C" will report that they thought the person matching their behavior was also the one listening most closely!

26. Lead a discussion using the following material as a guide and allowing time for participants to respond throughout:

    When will this technique be most useful? How could you use it with an angry parent? What about an uncooperative agency representative? What about with each other? Does it matter who does the matching? Which of you thought the body matching was most powerful? When would you need to be very subtle about body matching? Which of you thought the verbal matching was most powerful? Would you ever want to use both?

    One very good example of pacing is the way we treat an infant who is very upset and crying at the top of her lungs. What would happen if you gently picked up that baby and laid her in your arms, gently rocking her [PAUSE] *She would probably scream even louder, right? What do you do instead?* [PAUSE: and then demonstrate.] *That's right; you would put her over your shoulder, bounce her up and down in time with her cries, patting her quickly on the back, and then gradually, gradually slow down the rate until you are giving her a gentle pat and you can cradle her in your arms.*

    And here's another example many of you can relate to. You just had a run-in with someone and you are still angry when you get home. You burst through the door shouting, "You won't believe what just happened!" Now how do you respond when someone responds in a gentle, slow, low voice, "Now honey, just calm down; it can't be all that

bad." [PAUSE: allow group to respond.] *How do you want to be treated at that moment? You want someone to match your intensity, your volume, your tone of voice and maybe even your gestures and say "Tell me what happened." Then you will calm down gradually and talk about what is going on. So, how could you use this techniques to calm a parent or another staff member who is upset?* [PAUSE; allow time for response.]

The most important note of caution is to avoid mimicking the other person. Exact mirroring of body posture may be too obvious. So be subtle. When you have established rapport, when you shift your behavior the other person will usually follow. In fact, when they do make the shift, you know you are in rapport. Usually we are in rapport with people unconsciously and matching occurs naturally. It is necessary to consciously select these tools only if you sense there is something missing in the communication link. However, by practicing on a daily basis, rapport will become second nature and we can truly follow that basic social work principle. . . being where the client is.

D. CLARIFYING MESSAGES (2 hours)

TRAINER'S NOTE: At the break ask for two pairs of volunteers to participate in a role play. Assign roles to each pair and give them each a copy of "Communication Role Play." Ask them to practice during the break.

1. Introduce the topic using the following information as a guide:

   Often, communication problems arise between people simply because we fail to understand each other; our messages are not clear, or our interpretations of other's messages are not accurate. This lack of clarity or accuracy becomes especially crucial in three situations:

   - *when strong feelings increase the possibility that comments will be misunderstood, e.g., between a distraught parent and a member of the Social Services staff*
   - *when a child's safety is at stake*
   - *When people's planning and execution of a task is dependent on receiving accurate information before beginning*

   To avoid the common trap of misunderstandings, we can learn to use techniques that help clarify messages — both those we send and those we receive. To accomplish this, we can use some useful communication tools:

   - *accurate behavior descriptions*
   - *accurate descriptions of feelings*
   - *checking out assumptions*

2. Explain that the following role play will demonstrate how important accurate behavior descriptions can be. Introduce the role play volunteers.
3. Ask the players from SKIT ONE to perform their role play.
4. After the role play, ask the participants to describe the behaviors of the "actors."

5. As participants respond, record their descriptions on newsprint. Then ask participants to examine the statements and identify those that are factual descriptions of behavior and those that are opinions, for example describing attitudes, personality characteristics, etc.
6. Repeat with SKIT TWO.
7. Distribute the handout, "Behavior Descriptions." Read the definition and discuss the examples. Ask participants to think about the role plays they just watched. Ask if in either case someone made accusations or described alleged attitudes rather than giving factual, objective statements of behavior. Allow participants time to describe examples.
8. Summarize with the following points:

   Behavior descriptions enable us to clarify messages by specifically describing the actions observed. We can avoid making judgments about the meaning of another's behavior if we describe what we see and hear and not what we think about the behavior. Accurate behavior descriptions leave an opening for response and discussion. They can also help forestall emotional conflicts and misunderstandings.

•9. Continue, using the following material as a guide:

   Also, since it is unfair to expect others to interpret our feelings accurately, we can avoid the guessing game by making clear statements that identify our feelings:

   - *"I'm worried about the staff conference; I don't think I am well enough prepared."*
   - *"It seems like you are blaming me for something that is not within our control, and I am angry about that."*

   Feelings are conveyed in what we say and do. . . through tone of voice, emphasis on words, gestures and facial expressions. Therefore, one important step in clarifying messages is becoming aware of how we communicate our feelings and learning to express them in constructive ways. And it is important to remember it is not always appropriate to express feelings in a given situation. For example, a staff conference is not the best time to voice dissatisfaction with another staff member's behavior if it does not affect the whole group. Similarly, we may be justified in feeling frustrated about wasting a morning trying to reach a case worker at the Department of Social Services. But expressing these feelings probably won't help the family we are trying to serve. So first decide if it is the time and place to express feelings. If so, then it is important that they be conveyed clearly and objectively.

   Feelings are often expressed in unconstructive or confusing ways. Let's look at some common examples.

   TRAINER'S NOTE: List the following material on newsprint:

   - **COMMANDS:** "Get out!" "Stop it!"
   - **QUESTIONS:** "Do you think that's fair?"
   - **ACCUSATIONS:** "You only think of yourself."
   - **JUDGMENTS:** "You're a wonderful person."
   - **UNSPECIFIED:** "I'm so happy."

10. Ask participants to identify the possible feelings these statement could be conveying. Stress that each statement, even the last one, is open to interpretation.
11. Taking each statement in turn, ask participants for possible ways to clarify each in a way that specifies clearly a feeling that the speaker might be expressing by such a statement. Provide an example.
12. Distribute the handout, "Description of Feelings." Encourage participants to offer additional examples from their own experience.
13. Distribute the handout, "Worksheet: Description of Feelings" and ask participants to divide into pairs to discuss each statement and decide if any is a clear description, and which are Commands, Questions, Accusations, Judgments or Unspecified. Allow 15 minutes.
14. At the end of 15 minutes, ask the participants to turn back to the large group.
15. Discuss any reactions or questions the group may have.
16. Continue the session with the following transition:

    Even when behavior and emotions are being objectively described, it is important to avoid the common trap of making assumptions.

    TRAINER'S NOTE: Distribute the handout, "Checking Out Assumptions." Discuss the example and encourage participants to offer additional examples from their own experience. Then continue.

    Many of us do fall into the common trap of thinking we know what another person means. Most of the time we listen to what she/he says or we observe actions and we make assumptions about the message and feelings being communicated. Without asking if our assumptions are correct, we take the risk that we may, in fact, be mistaken and, thereby, pave the way for unnecessary misunderstanding, confusion and argument. Treating these interpretations only as hypotheses and checking them out in a way that invites the speaker to clarify what he or she meant, facilitates mutual understanding.

    When there is a possibility that we have not interpreted a message correctly, we can rephrase the message, state our own understanding so that the message can be verified or, if necessary, explained. Demonstrating an interest in being certain of the other person's meaning, in fact, conveys respect and avoids confusion. It is especially important to clarify complicated messages that require an action or a response on our part and to clarify messages delivered when either the speaker or the listener is upset. Of course, you would first use your rapport skills to provide support to the other person as he or she calms down. Examples of some clarifying questions might include:

    - *"You say Charlene made you angry. What happened specifically?"*
    - *"Tell me more about what the Food Stamps people said to you."*
    - *"I'm sorry; I'm not sure what you mean. Are you saying that you want me to be early every morning?"*
    - *"Did you say that the staff meeting has been postponed until later today or postponed to a later day?"*

It is also important to avoid mindreading and assuming we know how another person is feeling. We can start by describing what we are observing, and then asking for clarification. For example, we might say:

- *"You have been very quiet since you returned from that home visit. Did anything happen?"*
- *"Look at that great smile you are wearing."*
- *"You haven't spoken to me since the meeting. Did I offend you in any way?"*

With respectful responses and questions such as these, we convey our concern or interest and, at the same time, give the other person an opportunity to respond.

17. Distribute the handout, "Worksheet: Checking Out Assumptions."
18. Ask participants to form groups of three and complete three responses to each statement:
    - one statement checking out content
    - one statement checking out feelings
    - one that simply indicates attention to what the person is saying
19. Allow 10 minutes. At the end of 10 minutes, ask participants to turn back to the large group.
20. Review the responses in a large group discussion.
21. Close with the following summary:

Checking out assumptions keeps communication open and avoids unnecessary misunderstanding. At the same time, it is not practical to question everything a person says or does! Can you imagine how tedious conversations would become if every statement were followed by a question such as, "What do you mean specifically by. . ."

Rather, it is important to be sensitive about <u>when</u> to check out assumptions and seek clarification. When issues need to be addressed, when conflicts may result, or when other actions are dependent on mutual understanding and cooperation among individuals. . . then by all means ask the necessary questions, yet <u>always</u> within the framework of <u>rapport</u> and <u>mutual respect</u>.

<u>E. HANDLING DIFFICULT SITUATIONS (1 hour, 30 minutes)</u>

1. Introduce the topic using the following material as a guide:

Problems are bound to arise in any group that is as diverse as Head Start. The way that conflicts and difficulties are handled can either strengthen or damage relationships. In tense situations, communication becomes strained and people often fail to express their ideas and feelings clearly. Relationships are endangered and problems remain unsolved.

If, on the other hand, we recognize that the rights and viewpoints of others are as valued as our own, we can approach conflicts and problem situations with fairness and cooperation. We can tone down the emotional level and clarify positions in any disagreement by identifying our own feelings where appropriate, describing only the

behaviors of others, and by carefully checking out our understandings of the other person's position. Remember, communication is a two-way street. This orientation fosters mutual respect and identification of solutions that are helpful to everyone. The first step is, of course, establishing rapport. The second step is a critical one, but all too often overlooked. Step back and ask yourself these hard questions:

- *Is my behavior or my emotional state contributing to the difficulty in any way?*
- *How can I improve the communication process by altering the way I am approaching this situation?*

Let's apply this approach to an actual communication challenge you may have experienced recently.

TRAINER'S NOTE: Lead a guided imagery by presenting the following information. Read very slowly with definite pauses where indicated. Keep voice tone and volume low.

How many of you have said to yourselves (or even another person), "How many times do I have to tell him or her. . ." Perhaps think of such an incident or some other one now. Get comfortable in your chair; you may even want to close your eyes. You may be able to see yourself talking to the person with whom you would like to improve communication. [PAUSE] *Okay, this is the time to be truly honest with yourself.* [PAUSE] *This is the time for you to examine the ways you may be contributing to the communication problem.* [PAUSE] *This is the time when you can determine whether you have done everything you can to improve communication now.* [PAUSE]

You are with that individual now. Think about your message. Have you said what you really wanted to say? [PAUSE] *Was what you said clear?* [PAUSE] *Do your non-verbal and verbal communication convey the same message?* [PAUSE] *Listen to the tone of your voice as if you were hearing what you said then, NOW.* [PAUSE] *Does you tone, pitch and rate of speech pace how they are talking?*

What about your timing? Is it the most appropriate for the message? For the other person? [PAUSE] *Is the location and setting appropriate? How are you feeling? Could your emotional state be affecting how your message is received?* [PAUSE] *Is your meaning unclear or distorted in any way?* [PAUSE] *Think about how you would change what you are saying and how you are saying it now.* [PAUSE] *What made the difference?* [PAUSE] *Now you know if there is anything you can do to improve that communication.*

When you are ready, slowly come back. Open your eyes. The success of the communication is not always within our control, but I believe that many of you identified ways that you could contribute to more effective and positive communication. Did any of

you identify specific things you, now, can do differently? Would anyone like to share some new insight and ideas?

TRAINER'S NOTE: Allow time for participants to respond.

You can apply this same process whenever you suspect your communication has not been received as you intended.

2. Explain that the group will have an opportunity, now, to work in small problem solving sessions.

   TRAINER'S NOTE: Invite at least three experienced staff members to participate as resources to the groups and to facilitate the small group discussion.

3. Divide the group into three small groups. Distribute the handouts, "Role Play Instructions" "Role Play Vignettes." Assign a different vignette to each group.
4. Introduce the facilitators and experienced resource people to the group if they are not already acquainted.
5. Explain that each group should select a someone to play the role of a Social Services staff member and someone to play the other designated role. The remainder of the group will serve as observer/consultants to the "actors."
6. Ask the groups to begin by reading the vignette.
7. The individuals who serve as observer/consultants and will spend the first 5 minutes helping the "staff member" plan his or her discussion by the questions listed under Step 3 of the "Role Play Instructions."
8. The facilitator will monitor time and serve as a consultant when needed.
9. The "actors" will play the scenario for five minutes. Explain that the "staff member" can turn to the "consultants" for help at any time. Be sure your suggestions are specific and not of a personal nature.
10. After five minutes, call time and ask the groups to discuss the role play for 10 minutes. The following points should be discussed:
    - feelings/reactions
    - techniques that were effective and ineffective
    - suggestions for improving the communication
    - whether the desired result was achieved
11. After 10 minutes, instruct the group to switch roles and repeat the process with another vignette.
12. At the end of 10 minutes, call time and instruct the group to repeat their follow-up discussion, this time allowing only five minutes.
13. At the end of five minutes, reconvene the large group. Thank "actors" for their involvement in the role plays.
14. Ask the facilitator from each group to present a brief description of the scenario and the highlights of the group's most effective strategies.
15. Summarize any common themes that were heard in all four groups.

F. CLOSING (15 minutes)

1. Close with the following:

   The practical demonstrations we observed during the last activity can serve as a model for implementing the techniques learned throughout this session.

   TRAINER'S NOTE: Refer back to the newsprint listing the qualities of the effective communicator. Comment on how each item was reflected in the group's approaches. Ask if any qualities need to be added. Allow time for group response.

   It is now clear how the effective partnership with parents, in particular, is reinforced by these principles. Similarly, there can be no cultural sensitivity unless effective communication is taken into consideration, and vice versa. In fact, all the remaining training sessions will be grounded in the effective communication techniques covered in this session.

   Before the next session you will each have an opportunity to meet in small discussion groups to share and receive feedback on your efforts to implement your new effective communication techniques. You may find it useful to keep a log or a journal summarizing what you have tried and how effective you have been. These meetings will be held [specify time]

   Before we close, take a few minutes to remember all the different techniques you have learned for improving communication. Think for a moment how your effectiveness with families, with other staff and with community members will be enhanced when you use these skills. What one or two specific improvements do you anticipate? Will there be even more? Try to imagine them now [PAUSE]. If you would like, just call out the ways you know your communications will be improved. [PAUSE. Allow time for response] And just think, you can even use these to make the interactions in your personal lives richer and more rewarding. Enjoy.

2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 5: ENSURING CONFIDENTIALITY

This session is the fourth in a series of sessions designed to familiarize participants with some of the fundamental principles upon which the Social Services Component is based. Participants will have the opportunity to discuss and examine issues related to the task of ensuring confidentiality. The activities offer a vehicle for increasing awareness about the issues involved in ensuring confidentiality as well as an opportunity to practice decision-making from the perspective of confidentiality.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Identify some issues involved in ensuring confidentiality	A,B,E
Discuss strategies for ensuring confidentiality	C
Practice decision-making from the perspective of confidentiality	D

TIME

3 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: Ensuring Confidentiality
- Confidentiality
- Agency Position on Confidentiality
- Suggested Guidelines for Maintaining Confidentiality
- Confidentiality Case Example

ADVANCE PREPARATION

- Review the sections on confidentiality in *A Guide for Providing Social Services in Head Start* (p.32) and the *Head Start Program Performance Standards*, 1304.4-2 (c). Refamiliarize yourself with program policies and procedures for protecting confidentiality.
- Meet with your Director. If the agency has already prepared a confidentiality statement, ask him or her to present an overview of the policy at the training session. Prepare copies of the statement for all participants. If the agency does not have a written statement, ask the Director to work with you to complete the handout, "Agency Position on Confidentiality" included in the Participants Materials. Ask the Director to present an overview.
- Invite a representative from each program component to serve as a resource during the session. Explain that you want them to share with the group the ways they ensure confidentiality in their respective components and the type of information they need from Social Services in order to do their jobs effectively. Encourage them to bring examples of times they relied on information given them by Social Services to better meet the needs of a particular child or family.

- Invite other experienced staff to serve as resource persons. In particular, you might ask staff in advance to be prepared to discuss the sensitive issues involved in working with outside agencies and the community, maintaining a confidentiality while representing Head Start and safeguarding the interests of families. You may want to add additional time to the agenda to accommodate this discussion.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (30 minutes)

1. Welcome the group back to the training, and discuss the experiences participants had doing the Follow-Up Activities related to the last session.
2. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
3. Distribute agenda and name tags.
4. Introduce co-trainer, if appropriate. Introduce the Director and other program staff and explain how they will be adding to the session.
5. Provide a brief introduction to the session using the following material as a guide:

   *As you know, today's session is the fourth in our series on the fundamental principles reflected in the Head Start Social Services Component. We will be discussing one of the most important issues at the heart of all human services work — **confidentiality**. Confidentiality is an issue that program deals with every day. Because of the contact that staff members have with parents and the extent to which personal information is shared, it is necessary that clarifications be made on a regular basis. It is important for us to know:*

   - *how to react to information that families share with us*
   - *what information is appropriate to share with others*
   - *with whom to share the information*
   - *how to respect individual's rights to privacy*

   TRAINER'S NOTE: Distribute the handout, "Confidentiality." Allow a few minutes for participants to read over the handout and then highlight the key concepts. Continue with the following:

   During the course of the session we will begin to establish guidelines for maintaining confidentiality. But by the end of the session you will realize that there are seldom clearly defined fool-proof ways to guarantee confidentiality in the work we do with our families. Rather, we need to have an intuitive understanding of the guiding principles related to ensuring confidentiality and making careful decisions on a case by case, day by day basis. For example, we always need to share pertinent information with other component staff and the Director to ensure that we all work together as a team. At the same time we must be careful to respect families' privacy and to avoid telling about personal incidents in families' lives that, at best, could only be termed "gossip." We also have to make sure that the information we share with other staff members is objective and free of judgment. Finally, we must guard against relying on any kind of "hearsay" information.
6. Turn to the Director and explain that he or she has agreed to present an overview of the program's position on confidentiality and the requirements set out in the Performance Standards. Distribute the handout, "Agency Position on Confidentiality" and ask the Director to continue.

7. After the Director's presentation, ask for, and respond to, questions.

B. THE RUMOR MILL (30 minutes)

1. Begin with the following introduction:

   There is a game that many of you may have played as children that really points out the dangers of relying on "hearsay" information or rumor. We are going to play a variation of this game now to set the stage for examination of the issues related to confidentiality.

2. Ask participants to move chairs in a circle or create an area for "the action" to take place.
3. Ask for six volunteers to come to the center of the circle and explain that the remainder of the group will observe the process.
4. Introduce the activity by explaining that it illustrates, in a fun way, what may occur when information is transmitted by a series of individuals from the original source to the final person who needs to know it.
5. Ask five of the volunteers to go to an isolated area where they cannot hear what is going on in the training room.
6. Ask one volunteer to stay in the room with the participant-observers.

*7. Prior to the session, print the following "Accident Report" on newsprint and keep it covered. Uncover the report, then pause and read the following words in an animated manner as if an accident has just taken place outside. Explain that the "report" is directed to the single volunteer who may not take notes.

   "Quick, there's been an accident. Mrs. Duvall was cut by some shattered glass. I cannot wait to report this accident to the police. I must get Mrs. Duvall to the hospital as soon as possible. A delivery truck, heading south, was turning right at the intersection when a sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horn but continued to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

8. Again cover the "Accident Report" and then ask another volunteer to return to the room. Ask the first volunteer to repeat the "accident report" to the second volunteer.
9. Continue the process until all the volunteers except the last one have heard a version of the "accident report."
10. Ask the sixth volunteer to return and assume the role of a police officer. The fifth volunteer then repeats the message to the police officer. Ask the "police officer" to write the report on newsprint and post it where everyone in the group can see it.
11. Post the original version of the "Accident Report" you read to the first volunteer. Ask the group to compare the two versions and identify the discrepancies.
12. Ask each of the volunteers to comment on their experience.
13. Ask the observer-participants what they thought was interesting and significant about the process. When did the greatest distortions occur?

14. Summarize with the following information:

This was obviously a made-up, exaggerated incident. And yet there are parallels to our every day experiences, probably both in our personal lives and here in the program. What parallels can you think of? [PAUSE, allow time for responses.]

I think we all realized how easy it is to distort information even when we think we are being accurate. How does this fact relate to the issue of confidentiality? [PAUSE]

In these situations, how would a break in confidentiality affect a) staff members; b) the family; c) the agency? [PAUSE; allow time for responses.]

First, we want to be sure that false information, however innocently we may have arrived at it, is not passed on. At the same time we cannot guarantee total confidentiality to parents who disclose information to us since we have obligations to share information with other staff members, especially when the child's well-being is at stake. Second, we need to make every effort to keep the information we do pass on as objective and free of judgment as possible. We will learn ways to safeguard this objectivity in the next session. Next, however, let's begin to think about guidelines for confidentiality we can use here in the program.

C. ENSURING CONFIDENTIALITY (1 hour)

1. Explain that representatives from each program component have been invited to share with the group the ways they ensure confidentiality in their respective components and the type of information they need from Social Services in order to do their jobs effectively.
2. Ask each representative to talk about their component's efforts to maintain confidentiality. Ask them to share specific examples of incidents in which confidentiality was particularly critical.
3. Point out the following:

The information we have just heard about these specific children and families is itself, of course, confidential. We are a team of professionals working together. Will each of you make a commitment to protect these families' rights to confidentiality? [PAUSE]

Sharing information with each other is also critical. Families are best served when components work together.

4. Ask each component representative to give an example of the importance of collaboration with Social Services staff to receive information about the families they are working with.
5. Distribute the handout, "Suggested Guidelines for Maintaining Confidentiality." Continue with the following information:

These are some guidelines that some other Head Start programs in the country are using. We are going to take time to review them to see how they apply to our program. We may find we want to make modifications and additions. In a moment you will divide into three groups. Each group will look at the list of 11 guidelines and see if any need to

be modified or added. Then each group will take some time to consider how specifically we can implement the guidelines.

6. Ask participants to divide into three groups. Ask component resource persons to divide up among the groups.
7. Assign Guidelines #1-3 to Group A; #4-7 to Group B; and #8-11 to Group C.
8. Ask a resource person in each group to serve as facilitator and to share how current program policies relate to each guideline. Ask each group to select a recorder to summarize the suggestions each group develops and to report these suggestions to the large group.
9. Explain that they will have 20 minutes to discuss the guidelines.
10. During the 20 minutes, circulate among the groups and offer clarification as necessary.
11. At the end of 20 minutes, call time and ask the participants to return to the large group.
12. Ask each recorder to summarize the group's suggestions. Ask for and allow time for comments after each report.
13. Summarize the main ideas presented by the groups. Note any common themes. Close with the following:

    As we said in the beginning, there are no hard-and-fast rules when it comes to confidentiality. But I believe we have made a good start at clarifying how we will ensure confidentiality both within the Social Services area and in collaboration with other component staff.

    One final issue needs to be raised, however.

    TRAINER'S NOTE: If staff have already attended training on identification and reporting of child abuse and neglect, refer to the training at this time. If they have not yet attended training on the topic, inform them when such training will be offered. Summarize/review program procedures and policies for handling a suspected case of child abuse or neglect. Then continue:

    As you know, we are all required by law to report an incidence of child abuse or neglect if we suspect it. It may not be possible, of course, to obtain parent permission in such a situation. We should still, however, work together as a team when a case is suspected.

D. APPLYING THE PRINCIPLES (1 hour)

1. Introduce the next activity with the following:

    In a few minutes we are going to consider some typical situations that raise some of the difficult issues we face in relation to confidentiality. First, however, let's take a hard look at ourselves and see if we have inadvertently been violating confidentiality. What are some ways we might violate confidentiality without meaning to?

    TRAINER'S NOTE: It often helps to "break the ice" if you share one of your own inadvertent violations (such as a conversation about a parent and child with another staff person when you didn't realize another parent was nearby and could overhear the conversation). If the group does not respond readily, probe by suggesting the following categories:

- sharing "hearsay" information
- making assumptions without checking them out before sharing the information
- talking in hallways or other "public" areas
- inadequately protecting files (e.g., leaving them unattended on a desk; "losing" them by forgetting we took them home or left them in the trunk of the car)
- sharing information with inappropriate people (e.g., another parent)

Bring up any of these potential dangers that the group omits. Without being accusatory, ask if they believe any of these violations ever occurs. Keep a light tone so that the group will "feel safe" to admit these violations are likely to occur.

2. Continue with the following:

Following the guidelines we have already discussed and simply being more aware of the implications of how we deal with sensitive information will do a lot to protect confidentiality. In addition, however, we need to take a hard look at some of the "grey areas" that crop up. We are apt to come face to face with some hard decisions sometimes. It isn't always easy to ensure confidentiality. Let's look at one of these typical situations.

Consider the following situation:

You are a Family Worker and you overhear three parents talking in the Parent Room. They are talking about the nominations for Chairperson of the Policy Council. They all agree that Charlene Simpson is the best candidate. You hadn't heard that she had been nominated. Now you have a dilemma.

Five months ago the Department of Children and Family Services [Substitute appropriate agency name] *went to the Simpson apartment to investigate a neighbor's report that the children were often left alone all night. You have become close friends with Charlene and have worked very hard with her since the investigation. You know that Charlene has kept her agreement to stay in a drug treatment program and has made a lot of progress. However, she still has a month to go before the six month review to determine whether she can retain custody of the children. You are worried that this is not a good time for her to take on the added pressures of the Policy Council.*

You haven't mentioned anything about this situation to anyone because Charlene has been doing so well, and you didn't want to break her trust. She asked you to promise not to tell anyone. What should you do now?

TRAINER'S NOTE: Ask each of the following questions and allow time for group discussion.

- Were you right to keep this information confidential? How would the situation be different if you had shared the information at the time the incident occurred?
- Whom should you talk to now?
- Consider this situation from the parent's perspective. How might she respond? How could her position and feelings best be taken into consideration?

- Consider this situation from the Parent Involvement Coordinator's (and from the Director's and Social Services Coordinator's) points of view.

3. Summarize the group's comments. If not already stated include the following:

   As the Family Worker in this situation, you would not really have been acting in the family's best interest by withholding information. Be careful to avoid making promises you might not be able to keep. We cannot promise to keep such information from other members of the program. By being clear with parents about our responsibilities right from the beginning, we can share information as necessary and still maintain their trust. They need to understand that you are part of an organization and you have responsibilities to the organization. It is all in what we say and how we say it. Good communication again!

4. Distribute the handout, "Confidentiality Case Examples." Explain that it includes examples of the "grey areas" involved in confidentiality. Ask participants to divide into four groups. Each group will consider a different case and discuss the confidentiality issues involved in it. Each group will consider the situation from four different perspectives:

   - the parent
   - the child's teacher
   - the Family Worker
   - the Social Services Coordinator

   Finally, the group will consider how to handle the situation as a team.

5. Explain that they will have 20 minutes to discuss the case before returning to the large group to discuss it. Ask each group to select a facilitator to lead the discussion and a recorder to report the group's ideas to the larger whole group.
6. During the 20 minutes, circulate among the groups and offer clarification as necessary.
7. At the end of 20 minutes, call time and ask the participants to return to the large group.
8. Ask each recorder to describe the case example and summarize their group's suggestions. Ask for and allow time for comments after each report.
9. Summarize the main ideas presented by the groups. Note any common themes as well as the differences resulting from the varying perspectives. If possible, help the group come to consensus about what they consider to be the appropriate path of action. Emphasize the importance of talking over "gray areas" with their supervisor when a issue is not clear.

E. CLOSING (15 minutes)

1. Summarize the session by reviewing the objectives and then present the following material:

   We have grappled with some important issues today and made an important start in ensuring confidentiality for the families in the program. Think for a moment what commitment you can make as an individual toward improving your efforts in regard to confidentiality. [PAUSE]

   Would any of you like to share your commitment? [PAUSE]

2. Reinforce any voiced commitments and then explain the Follow-Up Activity.

Earlier in the session you heard staff members involved in implementing the other components talk about how important it is for them to work cooperatively with Social Services staff. Over the course of the next [specify time period], *you should set aside a time to talk with a staff person in at least two program areas, and more if possible. Tell them that you have an assignment about collaborating to ensure confidentiality. See if together you can find <u>three</u> specific ways you will work together to better serve children and families <u>and</u> improve the foundation of confidentiality in the program. We will then have some time to share ideas and experiences at the beginning of the next session.*

3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 6: RECORD KEEPING

This session provides participants an opportunity to examine the concept of social work recording the context of their Head Start responsibilities. The activities in the session are designed to enable participants to understand the purpose of record keeping and build practice the skills involved in effective record keeping.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Identify the primary purposes of record keeping	A,B,F
Explore the relationship between record keeping and the implementation of the Head Start Program Performance Standards objectives for Social Services	C
Practice record keeping techniques	D,E
Differentiate between objective and non-objective records	E

TIME

4 Hours

PARTICIPANT MATERIALS

- Agenda - Building a Successful Social Services Program: Record Keeping
- First Impressions
- Sample Case Record
- Records for the Social Services Component
- Recording
- Objectivity Role Play
- Specificity
- Picture Observation Exercise
- Using Clear Language

ADVANCE PREPARATION

- Invite several experienced staff members from the various components to come talk to the group about how record keeping facilitates their program efforts. Be sure someone is prepared to talk about each of the Social Services Component activities: 1) outreach and recruitment; 2) enrollment; 3) parent participation; 4) assistance to families; and 5) utilizing community resources.
- Refer to Chapter 9 in *A Guide for Providing Social Services in Head Start* and to Suanna J. Wilson, *Recording: Guidelines for Social Workers*, New York: Free Press, 1976, for additional information on the subject, if desired.

- Select a sample case record as an example of appropriate recording; obliterate any identifying information about the family in order to protect confidentiality.
- Prepare a summary list, "Records for the Social Services Component" to reflect your program's record keeping system. Be sure to include information about where each specific record is stored.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 minutes)

1. Welcome the group back to the training and, discuss the experiences they had doing the Follow-Up Activity related to the last session.

*2. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.

3. Distribute the agenda and name tags.

4. Ask the program staff who are serving as resource people in the session to introduce themselves.

5. Provide a brief introduction to the session using the following material as a guide:

This session addresses the important topic of record keeping. We have all been known to groan at the prospect of an afternoon. . . if we could ever just find one. . . sitting down to bring our case files up to date. When we are so busy working with the families, who has time to sit down to a pile of paper work? And how many of you have always hated to write, or maybe even thought you weren't a very good writer? Could that include all of us?

[PAUSE]

And what should we include in the record anyway? After the session on confidentiality, we also know we want to make sure nothing potentially harmful to the family is included in the record. So where do we begin?

We are going to spend the next few hours responding to these questions as well as examining the real benefits of maintaining careful, objective and up-to-date records. Really! Because, after all, the purpose of record keeping is not to satisfy some bureaucratic rule, but to ensure the best possible services to families. That is not possible unless we keep track of what we are doing and periodically assess how we are doing with each family. Chapter 9 in A Guide for Providing Social Services in Head Start provides valuable guidelines for careful record keeping. And it is important because our case records can hold the key to effective service delivery. Some people even say, "If it's not written down, it didn't happen!"

So let's begin at the beginning. Before we can write anything in a case record, we need to be aware of what we are writing about. . . our observations. This first activity will set the tone for the remainder of the session.

B. FIRST IMPRESSIONS (30 minutes)

1. Ask participants to pick a partner, preferably one of the people in the group they know least. One person will be an "A;" the other will be a "B."

2. Distribute the handout, "First Impressions."

3. Give the instructions; ask the "A's" to stand in one line, and the "B's" to form a second line facing their partners. Tell them to begin by standing in line approximately four feet away from their partners. Without saying anything, they are to take a moment (30 seconds) to look

carefully. Then tell them to move forward until they are standing about two feet apart. Explain that they are to spend two minutes carefully observing each other. Tell them you will let them know when the two minutes are up. Again, no talking. Tell them to consider the following questions:

- What specifically do I see, observe as I am looking at my partner?
- What assumptions am I making about my partner based on what I am observing?

4. At the end of two minutes, call time and tell them to record their observations and assumptions below. Explain that an observation should be described only in objective terms, while assumptions are our interpretations.
5. After a few minutes, scan the room to be sure everyone has completed the writing. Tell the partners to spend ten minutes discussing their impressions, using the questions at the bottom of the handout as a guide.
6. Reconvene the group. Ask for comments. Continue, using the following as discussion guide.

Let me ask you some questions about the activity you have just completed.

- *Were any of you surprised to here the impression you made on your partner?* [Allow time for response.]
- *Can you distinguish between an observation and an assumption? Give me some examples. Were your assumptions always valid?* [Allow time for response.]
- *What did this teach you about recording? How will you apply what you learned?* [Allow time for response.]
- *Give me examples of what you wrote down as observations.*

TRAINER'S NOTE: Listen to participant's responses carefully. If words such as "happy," "intelligent," "warm," etc., are mentioned, point out that these words really are judgments. Ask a participant who offered such an example to think of another way to describe the person more objectively. Before continuing, offer alternatives, if necessary, such as:

- "Happy" = mouth open in wide grin; laughed throughout the observation period
- "Intelligent" = eyes wide open, head tilted from side to side slightly while eyes are scanning
- "Warm" = muscles in face relaxed, mouth closed and curved in a slight smile, head tilted and down to the left, eyes slightly narrowed while maintaining contact

Observations recorded in this objective manner are useful, for example, for documenting interactions between family members in a clear, yet non-judgmental manner. We saw, however, how easy it is to slip into interpretations or judgments even when we are intending to be objective. And yet we also found out how often these assumptions are off-base! Certainly we all make interpretations of other's behavior and verbal messages, but as we learned in our training on communication, it is critical that we check out these interpretations. And they only have a place in a family's case records if they are clearly marked as impressions/interpretations along with the observations that led us to the interpretation and our efforts to check out the interpretation.

Objectivity and clear language are the cornerstones of effective record keeping and we will spend more time practicing them later in the session.

C. WHAT IF THERE WERE NO RECORDS? (1 hour)[1]

1. Introduce the topic using the following material:

TRAINER'S NOTE: Feel free to substitute actual accounts of times when you or other staff may have discovered too late that there were adequate records or documentation for a given situation. If the resource staff have their own "horror stories" ask them to share them.

Would you believe. . .

The "Alameda Head Start" is located in a large county, and has an extensive home-based program. You have just heard that Maria Vasquez, one of the home visitors, had a very bad accident. Her car was totalled and she is in the hospital in critical condition. You know she had a lot of appointments scheduled this week, but no one can find her calendar. When you look for the files, they are not in the locked file cabinet. Someone says that she always kept them in the trunk of her car where they would be handy. . . Handy that is until the semi smashed her from behind!

Would you believe. . .

You know you talked to someone at the Department of Social Services least week about the delay in Mrs. Greene's AFDC check. You are sure you jotted that name and number down on a slip of paper. . . Now where is it?

Would you believe. . .

You would have to be late getting in this morning! There's a very official looking man waiting to see you. He has a subpoena for your records. The state is suing to terminate Jolanda Marquis's parental rights. The defense argues that her clear and demonstrable progress in the last eighteen months will be substantiated by your records. Records? What records? You agree Mrs. Marquis has been doing very well for the last several months, but as for "clear and demonstrable progress. . ." You wonder if it will be all right if you write up some kind of summary now. You remember having a telephone conversation with Child Protective Services, last month, but you aren't even sure you can remember everything to tell the court. There have been so many new families this year; and with the other family worker on maternity leave, who can keep up with records?

TRAINER'S NOTE: Ask if anyone in the group has her or her own "horror story." Allow time for responses, then continue with the following:

Carefully maintained records would have "saved the day" in each of these examples. But we don't have to look to such dramatic cases to see the advantages of an effective recording keeping system. Each of the resource people participating today to share with us

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[1] Adapted, in part, from Suanna J. Wilson, *Recording: Guidelines for Social Workers*. New York: Free Press, Inc., 1976.

how their work is facilitated by good record keeping. And to make the information even more meaningful for you, they have all agreed to focus on activities that either relate to or include the major areas of the Social Services Component operations.

2. Ask if anyone has had an experience when he or she went to look for records and they were not there. Allow time for response.
3. Ask each staff person in turn to describe how they keep records and give specific examples of circumstances where having careful documentation was essential to the successful accomplishment of a task or attainment of a goal.
4. Distribute copies of the "Sample Case Record" you prepared before the session. Describe the key elements of the case record and describe how important it was in facilitating this particular family's progress. Ask for and respond to questions then proceed.

In her valuable reference book on record keeping, Recording: Guidelines for Social Worker, Suanna J. Wilson summarizes the purposes and benefit of different types of record keeping. Some of the reasons for careful record keeping include:

- ***Documentation of Social Work Activity**: We need to have an overall picture of ongoing involvement with each family to monitor progress toward meeting goals and the eventual outcome of the family's involvement in Head Start. Such documentation also enables the program to inform the community, "This is what we do — these are the people we serve and the kind of services we provide." And as we discussed in our very first training session, unless we keep track of our program accomplishments, how will we know just how well we are succeeding?*
- ***Continuity of Service**: Careful record keeping allows for more efficient collaboration between components, so "the right hand knows what the left hand is doing." And as dramatized in one of our "horror stories", if a staff member is sick, or in fact leaves the program, clear records make it possible for another staff person to step in.*
- ***Funding**: We are responsible for maintaining certain records on such things as eligibility to ensure continued funding. In addition many Head Start programs have been able to take advantage of supplemental grants from both government and private sources because they can document need for service and effectiveness of service delivery.*
- ***Quality Control**: Many programs have implemented peer review and case conferences to provide ongoing monitoring of program activities, and of course offer consultation on alternatives. It is only with careful documentation that this review is feasible.*
- ***Statistical Reporting**: The National Head Start Office requires that programs maintain a profile of families served and services provided. Many programs find that this statistical profile is also useful on the local level for planning purposes.*
- ***Supervisory Review**: By reviewing staff members records, most supervisors find they can keep abreast of what is going on with the families in the program and where each worker might benefit from support or training. Record review can also be an important part of the performance review for each staff member.*
- ***Organization and Structure**: The staff person who stays up-to-date on records is better able to plan weekly activities and keep track of required follow-up. By*

rigorously practicing the use of objective language it is often possible to clarify your thinking about what seems most appropriate for a given family.

- ***Collaboration with Community Resources**: There are times when it is in the family's interest to send portions of a case file to a referral source, provided of course that you have obtained the parents' permission. The clearer the record, the more readily you will be able to provide necessary information in this instance.*
- ***Legal Action**: As highlighted in our opening examples, sometimes it is either desirable or necessary to provide documentation of family progress in case of a legal action. Poorly recorded information or sloppy case files can indeed be harmful to the interests of a family if records are under subpoena. And in the event it is necessary to report a suspected case of child abuse or neglect, the more complete the documentation the better able the protective services agency will be to respond appropriately.*

There are many methods that can be used for record keeping. The most common in Social Work practice is called the summary record. A record summary means just what it says; it provides a summary of an interaction, action or series of actions to reach a specific outcome. Here in the program we use several different types of records, the summary record being just one of them.

4. Distribute the handout, "Records for the Social Services Component" you prepared prior to the session. Explain that it reflects the various record keeping procedures in effect with the program and where the information can be located. Explain that as the training series progresses they will learn specifically how to use the various forms. For example, the Family Needs Assessment Instrument will be covered during the training which specifically addresses the family needs assessment process. The goal of today's session is to introduce the forms and provide an opportunity for participants to learn the basic skills required for <u>all</u> record keeping.
5. Ask for an answer any questions. Distribute the handout, "Recording" and point out that it summarizes some of the key points of record keeping and provides tips for what to include in a case record.

<u>D. MAINTAINING OBJECTIVITY (1 hour)</u>

1. Introduce the next segment with the following materials:

   We have now examined the reasons for implementing a strong record keeping system in the program. Let's turn back to the skills that help ensure effective record keeping: objectivity and clear language.

2. Explain that the following role play will demonstrate how important accurate descriptions and objectivity can be even in a casual conversation between friends.
3. Ask a pair of volunteers to participate in the role play.
4. On newsprint write FRIEND #1 and FRIEND #2 making two columns. Keep the newsprint available.
5. Give the pair a copy of "Objectivity Role Play" and assign roles to each individual. Allow a few minutes preparation time and then ask the "actors" to begin.
6. After the role play, ask participants to comment on what they have just observed. As participants list observed behaviors, record their responses on newsprint under the appropriate

heading. Use the following to guide the discussion.

Let me ask you some questions about what you have just observed.

- *What behaviors did you observe from Friend #1? from Friend #2?*
- *Are these behavior descriptions based on what was actually seen or heard or are there some assumptions or interpretations included?*
- *Remember your communication techniques. What assumptions did "Friend #1" make? How could she have checked out her assumption rather than jumping to a wrong conclusion?*

TRAINER'S NOTE: If participants reply that they observed Friend #2 "was sick" or "having no money for shopping", point out that these are assumptions, not objective behavior descriptions. Friend #2 never actually said he or she was sick or had no money. Such observations are based on judgments made by the observer.

7. Distribute the handout, "Specificity." Point out a few of the key concepts. Continue with the following:

   Recorded observations must only include an objective description of behaviors and events actually seen. You may have a hypothesis about the situation. Such hypotheses can provide valuable clues for how to proceed with a family, provided you check them out first. You need additional information so you can check out your assumptions with specific questions directed toward the person you are talking to or observing. The next activity will help you enhance your observation skills and increase your awareness about how assumptions influence our perceptions. You will be looking at a series of pictures in groups of three. Each picture portrays a vignette of parent-child interaction. Observing the parents in the program as they interact with their children can provide us with valuable information about the family, provided we check out our assumptions and hypotheses. This activity will give you an opportunity to think through that process.

8. Distribute copies of "Picture Observation Exercise." Display the pictures to the group.
9. Ask participants to divide into groups of three.
10. Explain that they will have 15 minutes to discuss all three pictures in their trio and that you will pick several groups at random to share observations about each picture at the end of the 15 minutes.
11. Read the questions they are to discuss from the instructions for "Picture Observation Exercise." Offer the following explanation:

    The first question calls for objectivity. Describe each picture in factual terms without reference to or interpretation of emotions you believe are demonstrated. The second question asks that you form a hypothesis. This question is likely to elicit differences in perception among you. You, in fact, are being asked to interpret the behaviors depicted in the photographs. And then, by answering question #3 you will examine the basis on which you formed your interpretation. Each of us is apt to respond to or even see different clues. Finally, the last question is designed to help you develop a strategy you could use to test

out your hypothesis if you were actually observing an interaction you were observing between a parent and child.

12. Display each picture one at a time. Ask for a different group to respond to the questions for each picture. After the discussion of each question, ask other participants if they had different perceptions.
13. Comment on the various strategies for checking out assumptions related to each picture, as well as the variety of interpretations related to each picture.
14. Summarize the activity with the following:

    This last exercise emphasizes the importance of checking out our assumptions since in any given situation a whole range of interpretations is possible. Our own biases, values and attitudes we bring into a situation will affect how we interpret the behavior we see. But, of course, looking at still photos is much less complicated than observing the complex behavior in every day situations. So before we record any of our observations, we need to pay great attention to the objectivity of our language.

E. USING CLEAR LANGUAGE (45 minutes)

*1. On a sheet of newsprint write the following words, allowing space in between to write definitions or synonyms:

- AGGRESSIVE
- ANXIOUS
- DULL
- BAD
- MEAN

2. Introduce the next topic with the following:

    As observers we often use vague words to explain what we see. And all too often these words have different meanings to others. In a moment you will hear what I mean.

3. Divide the group into five sections and assign a different word to each section. Ask the members of each group to write his or her own definition or synonym of the word. Explain that they should do this independently, without sharing answers with each other.
4. Allow 5 minutes and then check to be sure everyone has finished before continuing.
5. Begin with AGGRESSIVE. Ask each person from the first group to read their definitions one at a time. Write the definitions or synonyms in the space below the corresponding word on the newsprint. Compare the meanings and note the differences in interpretation. For example, one person might say, "able to stand up for what is important" or "able to go after what he or she wants" while another might have a totally different interpretation such as "hostile" or "belligerent." Offer these contrasts if they do not emerge readily from the group's responses.
6. Repeat the process with the remaining words.
7. Write the following sentence across the top of a piece of newsprint:

    - Jerome is aggressive when his mother is around.

8. Ask the group to suggest ways to reword the sentence using objective, specific language. Record their responses on the newsprint. Ask if any of the new words are still interpretive or vague. Ask them to pick the words that are most clear, free of judgment and the least subject to varying interpretations. Together reach consensus on a replacement sentence. An example of a satisfactory revision might be, "Jerome hits other children and takes their toys when his mother is volunteering in his classroom."

9. Explain that the next activity will give participants an opportunity to practice this process of detecting and revising non-objective language.

10. Distribute the handout, "Using Clear Language" and explain that the sentences represent typical non-objective case record entries. Ask participants to return to the trios they worked in earlier and work together to prepare a clear, objective statement to replace those on the handout. Explain that they will have 20 minutes to work, and then you will ask each group to share their revisions.

11. Circulate among the groups offering assistance and clarification, as needed. At the end of 20 minutes, call time and reconvene the group.

12. Taking each sentence in turn, ask a representative from each group to read their group's revision. Ask the participants to comment on each group's responses. Make sure that any additional violations of objectivity or any vague phrases are challenged. Ask for consensus about the sentence(s) that would be valid, objective entries in a case record.

13. Ask for and respond to questions.

F. CLOSING (15 minutes)

1. Review the session objectives and briefly review the key concepts and skills that were addressed in the session.

2. Prepare and post a sheet of newsprint listing each of the areas addressed in the Social Services Component:

   - RECRUITMENT AND OUTREACH
   - ENROLLMENT
   - PARENT PARTICIPATION
   - ASSISTANCE TO FAMILIES
   - UTILIZING COMMUNITY RESOURCES

   Continue with the following:

   We began this module with an introduction to the Social Services Component. Do you remember that during that first session we talked about the program successes we all look forward to in the coming year? We also discussed each of the five component objectives and agreed that keeping clear and objective records would enable us to document our successes.

   Well, we have come to the end of the series of training sessions on the fundamental principles upon which the Social Services Component is based. How fitting that we are, in a sense, back where we started. Today, however, you learned the skills you need in recording families' progress and documenting accomplishments.

Take a moment to consider how clear record keeping will help us be more effective in each of the five areas.

TRAINER'S NOTE: Read each of the five areas listed on newsprint, pausing between each to allow participants time to respond. If desired, record responses on newsprint under the headings that correspond to each of the five areas.

Objective record keeping is an integral part of effective social services delivery. . . in all aspects of the Social Services Component. And just as today's session brings us back full circle to where we began the training, we can see that the skills we covered today apply not only to the process of recording, but also enhance our efforts to ensure:

- *multicultural awareness* [PAUSE; allow time for response]
- *parent participation* [PAUSE; allow time for response]
- *effective communication* [PAUSE; allow time for response]
- *confidentiality* [PAUSE; allow time for response]

2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

MODULE II: CONDUCTING OUTREACH, RECRUITMENT AND ENROLLMENT

INTRODUCTION

This module builds on the fundamental principles introduced in Module I. The training sessions contained in the module are designed to provide staff with the skills and knowledge they need to reach out to families in the community who can most benefit from the Head Start program and to enroll those families who meet eligibility requirements. In order to accomplish this important task, staff must understand the community, the needs of families in the community, as well as the specific procedures for conducting outreach, recruitment and enrollment. In addition, staff need be able to use their effective communication skills in the specific context of outreach, recruitment and enrollment activities.

The specific sessions included in the module are:

SESSION 1 — UNDERSTANDING THE COMMUNITY (2 1/2 Hours)

SESSION 2 — WHO ARE OUR FAMILIES? (3 1/2 Hours)

SESSION 3 — INTERVIEWING SKILLS (3 Hours)

SESSION 4 — CONDUCTING HOME VISITS (4 Hours)

SESSION 5 — OUTREACH AND RECRUITMENT STRATEGIES (3 1/2 Hours)

SESSION 6 — ENROLLMENT PROCESS (3 Hours)

TIME

This module consists of 19 1/2 hours of instruction.

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SESSION 1: UNDERSTANDING THE COMMUNITY

This session provides an overview of MODULE II as well as an opportunity for participants to become better acquainted with the community in order to conduct effective outreach and recruitment and to enroll the families for whom Head Start is best suited. The session also increases awareness of community dynamics and the role of Head Start within the framework of community dynamics.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Review the purpose and objectives of Module II	A
Explore the characteristics of their own community	B
Identify the basic characteristics of a community	C
Increase understanding of community dynamics	A,D
Explore ways to apply this understanding in their work with families	E,F

TIME

2 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Conducting Recruitment, Outreach and Enrollment: Understanding the Community
- My Home Community
- Community Needs Assessment (CNA) Summary
- Factors That Make A Community Unique
- Characteristics of a Community
- Approaches to Community Engagement
- Balance Model and the Head Start Program Performance Standards
- Striking the Balance
- Factors to Consider When Designing Program Strategies to Reflect Community Dynamics

ADVANCE PREPARATION

- Review section on outreach, recruitment and enrollment in A Guide for Providing Social Services in Head Start.
- Review overall content of MODULE II and develop a schedule for the six sessions.
- Review the data from your program's Community Needs Assessment (CNA) and then prepare a one to two page summary that highlights characteristics of the community. Refer

to the discussion on Community Assessment (Training Activity D,#7) to ensure that the summary reflects the community characteristics described in the activity.

- Contact representatives from local community groups that play an active role in planning, organizing and implementing programs in the community. Refer to CNA data for names of organizations. Examples might include:
  - — town or city council
  - — community planning board
  - — local tribal council
  - — civic groups
  - — advocacy groups
  - — block associations
  - — local advisory council
  - — public housing organizations/tenants' associations
  - — school board
  - — local community or recreation center

Ask the representatives from these organizations to send information about the organizations and a schedule of upcoming events planned by the group. Ask which of these events would be open to Head Start staff. Make arrangements for trainees to attend a meeting or planned event as a Follow-Up Activity to the session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (20 Minutes)

1. Begin by introducing yourself and any new members of the group.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Distribute name tags and agenda.
4. Introduce the session with the following information:

   Over the past several (specify time) we have examined some fundamental principles that are essential to the success of the Social Services Component. This session represents the first in a series designed to provide you with more specific information and guidance for implementing the Social Services Component. Over the next [specify time] *we will focus on CONDUCTING OUTREACH, RECRUITMENT AND ENROLLMENT.*

   Chapter Five in A GUIDE FOR PROVIDING SOCIAL SERVICES HEAD START summarizes the key elements in conducting effective outreach, recruitment and enrollment. These are the first steps in establishing contact between families, the community and Head Start staff. To be successful, the process requires teamwork and cooperation:

   - *with families already in the program*
   - *across components*
   - *with the community*

   Today's session and our next five sessions focus on the skills and knowledge you need when conducting outreach, recruitment and enrollment:

   - *UNDERSTANDING THE COMMUNITY* [today's date]
   - *WHO ARE OUR FAMILIES?* [specify date]
   - *INTERVIEWING SKILLS* [specify date]
   - *CONDUCTING HOME VISITS* [specify date]
   - *OUTREACH AND RECRUITMENT STRATEGIES* [(specify date]
   - *THE ENROLLMENT PROCESS* [specify date]

•4. Review the purpose and objectives of the session, referring to the newsprint you have prepared in advance.

5. Refer participants to The Head Start Program Performance Standards and A Guide for Providing Social Services in Head Start. Present the following information as an introduction to the warm-up activity:

   The Head Start Program Performance Standards describes Head Start as a comprehensive community-based program, and A Guide for Providing Social Services states, "Social Services staff must reach out to the community on behalf of Head Start." In order for Head Start to function as a community-based program, and for Social Services staff

to perform outreach responsibilities effectively, it is important for us to understand community dynamics. In fact, there are social scientists who believe that if one wants to work toward the improvement of human behavior, it is essential to understand how a community functions and the demands it makes on its members.

Community dynamics are determined by such factors as culture, socio-economics, rules, expectations and the community's perception of itself in relation to and compared with the larger society. Community dynamics have a powerful influence on the behavior of community members. (If, how and when people from a particular community seek or respond to intervention is directly related to community dynamics.)

In today's session we are going to explore those factors that affect Head Start's role in the community. First, however, we will focus on community characteristics, beginning with the communities we grew up in.

B. PORTRAIT OF OUR HOME COMMUNITIES (25 Minutes)

*1. Prepare five sheets of newsprint with the following headings: ANIMAL, VEGETABLE, CAR, MOVIE, SONG, and tape them to the walls around the room. Place different colored felt tip markers beside each sheet.

2. Distribute copies of the handout, "My Home Community." Have participants fill in the blanks quickly without sharing the geographic location of their community with anyone else in the group. Allow five minutes and call time.

3. Ask participants to get up and record their answers to Question #2 on the appropriate sheet of newsprint posted on the wall. When everyone has completed the recording, explain that you will go over them in a few minutes, but that first they will have a chance to talk with each other in small groups.

4. Divide participants into groups of four or five. Explain that each person in the group will read their responses to the rest of the group. The group will then have a chance to make guesses about the location of each person's home community based on the individual's answer:

   - the state
   - the city or town or neighborhood
   - any special features (city, town, rural area; cultural heritage; etc.)

   Ask the group to record the correct guesses. Explain that the process should be very quick (10 minutes in all).

5. After 10 minutes, call time and ask group members to talk about their home communities and explain how they selected the different adjectives and words. Allow five minutes and then ask participants to turn back to the large group.

6. Ask if any of the groups correctly guessed any of the home communities. If yes, ask each of the individuals to share his or her adjectives and words and have the group name the community.

7. Refer back to the newsprint sheets posted around the room and comment both on the diversity and any similarities.

8. Close with the following statement:

In this brief and light-hearted activity, do you feel you learned something useful about each other? [Allow time for response.]

What did you learn about some of the communities represented? [Allow time for response.]

This activity is just a first step in understanding communities. We will return shortly to a more in-depth discussion of your home community. First let's examine what constitutes a community.

C. THE IDEAL COMMUNITY (15 Minutes)

*1. Prior to the session print the following questions on a sheet of newsprint and post:

- What would your ideal community look like?
- What would the people who live there be like?
- What would life be like for the people who live in this community?
- When an individual or family who lives in this community has a problem, what would happen?
- What services would be available?

*2. Prepare several sheets with the label: THE IDEAL COMMUNITY (one for each small group).

3. Begin the activity using the following material as a guide:

How would you describe something that is ideal? [Allow time for comments from several participants.]

One definition of an ideal is a description that is so perfect that it is used as a model. Using this definition you will now have an opportunity to describe an ideal community.

4. Divide participants into small groups. Explain that each group is to develop a detailed description of an ideal community. Ask participants to use their imaginations and the questions posted on the newsprint as a guide for creating the ideal community.

5. Tell the groups they have 10 minutes to complete the assignment. Each group should select a spokesperson to read the group's description to the large group. At the end of 10 minutes, call time.

6. After each group has made a report, lead a discussion which encourages participants to:

- identify the similar characteristics that each group has included in its description
- the factors that makes it difficult for a community to be ideal
- talk about what it would be like to live and work in an ideal community
- talk about how the ideal community differs or is similar to the actual community in which they work.

D. COMMUNITY DYNAMICS (1 Hour)

•1. **Print the following definition on newsprint:** A COMMUNITY IS A GROUP OF PEOPLE WITH COMMON CHARACTERISTICS AND/OR INTERESTS WHO ARE BOUND BY GEOGRAPHIC AND SOCIO-ECONOMIC BOUNDARIES.

2. **Begin this activity by reading the definition.**

3. **Ask participants if the definition is acceptable.** Make any modifications, as necessary. Introduce the topic using the following information as a guide:

In discussing the ideal community, we learned that there are a variety of factors which determine what a community is like. These factors are called ***COMMUNITY DYNAMICS.*** *These dynamics determine how a community organizes itself, the goods and services it will use and the commitment it makes to its members. Another important factor in all communities are territorial rights.* ***TERRITORIALITY*** *is important to a community's survival. What do I mean by territoriality?* [Allow time for response.] *So territoriality includes both the awareness of boundaries, space or area and a sense of belonging or perhaps even protectiveness about the area and the members of the community. For example, residents may establish a community watch program to fight crime or a block-watch program to protect children after school.*

For their survival, communities may also work to protect themselves by requiring members to conform to spoken and unspoken rules and standards of behavior. To protect itself, communities have rules about who lives there, the number of liquor establishments, how the streets can be used, physical appearance of property, how its members socialize, who comes into the community and into its religious establishments. If there is a person, thing, event or institution that is perceived to be a threat to the community, it will organize to defend itself.

•4. **Prepare and post a newsprint sheet with the words COMMUNITY RULES AND STANDARDS. Ask participants to think about the community in which they live and answer the following question:**

- **What are the spoken and unspoken rules and standards of behavior in the community you live in?**

5. **Record responses on the newsprint sheet you labeled COMMUNITY RULES AND STANDARDS. After 15 minutes, lead a discussion that will help participants think about the following questions:**

- **For those of you who don't live in the community where the program is located, how do the rules and standards of behavior in your own community differ from those in the community in the program is located?**
- **Are the rules and standards in an urban community different from those in a rural community? In larger vs smaller communities?**

6. Continue with the following:

   The examples of rules and standards of behavior in your communities speak to another important fact about communities. Communities tend to repeat the same patterns and respond in the same way over a long period of time. This repetition provides one way for community members to learn what their community expects of them.

7. Distribute copies of the "Community Needs Assessment (CNA) Summary" you prepared prior to the session. Introduce the concept of Community Assessment with the following description of the CNA process:

   The Community Needs Assessment (CNA) is an integral part of your agency's planning process. The CNA is a process of gathering and analyzing on the specific needs and characteristics of the low-income children and families in the community and the resources available to these needs. Since you, in most instances, are included in the collection of this data during recruitment, the Family Needs Assessment process, and during the actual CNA data collecting phase, much of the dynamics of your community may be gleaned from a review or study of their findings.

8. Continue with a brief summary of the characteristics of your community using the summary you prepared as a guide.

9. Write each of the six (6) community dynamics factors on a separate sheet of newsprint: ETHNICITY AND TRADITIONS; VALUES FRAMEWORK; ECONOMIC FOUNDATION; GEOGRAPHIC FEATURES; SOCIAL STRUCTURE; and POLITICAL STRUCTURE. Distribute the handout, "Factors Which Make a Community Unique," and continue with the following material:

   There are six basic factors that determine the flavor and character of a community. While these factors play an influencing role in all communities, no two communities are alike. The factors that affect community dynamics include:

   - *ethnicity and traditions*
   - *values framework*
   - *economic foundation*
   - *geographic features*
   - *social structure*
   - *political structure*

   Using the handout and the questions related to each of these factors, let's think again about the communities we grew up in. Let's consider a few questions in each category in relation to our communities of origin.

   TRAINER'S NOTE: Ask two or three questions from each section of the handout. Allow a few participants to talk about their home communities in response to these questions. Whenever relevant, refer back to the Animals, Vegetables, Cars, Movies and Songs selected in the earlier activity. Use a light-hearted tone that, at the same time, reinforces the connections to the questions contained on the handout.

10. Divide participants into their small groups again. Ask them to take 15 minutes to think about the community in which the Head Start program is located. Explain that they should use the questions listed on the handout to guide a discussion of each factor. Ask each group to appoint a facilitator to keep the discussion moving and a recorder who will present the information to the large group. Explain that each group will be asked to report on one factor even though they will discuss all six within the small group.

    TRAINER'S NOTE: If the program is spread over a large geographic area or has sites in different neighborhoods, form groups by area or neighborhood.

11. At the end of 15 minutes, call time. Ask participants to return to the large group. Ask each group in turn to answer questions related to one of the factors. Ask for comments from the rest of the group following each report.

12. Lead a discussion that will encourage participants to explore the following questions:

    - What are the ways in which you can use this knowledge to work more effectively with the community?
    - What roles might these factors play in maintaining strengths and weaknesses of a community?
    - How might these factors influence the way in which community members respond to Head Start intervention efforts?
    - What have you learned about the community in which you work?

13. Summarize the discussion using the following information

    This discussion has shown that every community has four basic characteristics. Working effectively with a community is at least partially dependent upon acknowledging and understanding these characteristics:

    - *A community is structured.*
    - *A community is organized.*
    - *A community makes decisions.*
    - *A community is positively or negatively affected by the larger society.*

14. Distribute the handout, "Characteristics of a Community." Introduce the activity with the following:

    Column 1 has a list of the general characteristics of a community.

    *Every community is made up of a series of **STRUCTURES**. These are the economic, social, political and power structures. The economic structure determines how members earn money. The social structure determines with whom members interact and what type of interaction is acceptable or unacceptable. The political structure dictates how the community is governed and by whom. The power structure is the behind the scenes influence that affects the decisions that will impact all aspects of the community.*

    Think for a few moments about the structures that exist in the community which the Head Start program is a part of. Jot down a few indicators of these structures in Column 2 of your handout.

    TRAINER'S NOTE: Allow a few minutes and then ask for examples from the group.

*Every community has a variety of **ORGANIZATIONS**. These organizations can be profit or non-profit. They can be large or small. They can be special interest, ethnic, religious or recreational. The community's response to these organizations can be positive, negative or neutral. What organizations are active in your Head Start community? Again, jot down descriptions in Column 2.*

TRAINER'S NOTE: Allow a few minutes and then ask for examples from the group.

*Every community directly or indirectly makes **DECISIONS**. The relationship between the power structure and the community members will determine what decisions are made and why. Think about the decisions that affect the Head Start community. What are they? How are they made?*

TRAINER'S NOTE: Allow a few minutes then ask for examples from the group.

*Every community is affected by what goes on or does not go on in the **LARGER SOCIETY**. As the larger society changes, the community is positively or negatively impacted. Unemployment, public health issues, social problems, technological advancements and public policy are examples of impacting factors. Again, think about the community of which the Head Start program is a part, and enter some examples of impact of the larger society in Column 2.*

TRAINER'S NOTE: Allow a few minutes then ask for examples from the group.

Without the knowledge of these characteristics, we might easily assume that certain communities are without structure. When communities are made up of people of color, people who are poor or have a myriad of social problems, there is a tendency to think that they lack structure, that they do not make decisions and that they are not organized. This is absolutely not true. We need to be able to view a community from a perspective that is much broader than the one drawn by experience in our own communities.

15. Close the discussion by calling on several participants and asking the following question:
    - What have you learned about the community with whom you work?

E. ENGAGING THE COMMUNITY (30 Minutes)

*1. Prior to the training, print following the three ways to engage a community on newsprint, and post: OFFICE-BOUND ENGAGEMENT, COMMUNITY-BOUND ENGAGEMENT and BALANCED ENGAGEMENT.

2. Distribute copies of the handout, "Approaches to Community Engagement" and allow participants time to review it.

3. Introduce this topic using the following information as a guide:

The factors we have discussed about community dynamics and community characteristics affect how you gain entrance into and acceptance from the community. This is called community engagement. There are three approaches for engaging the

community. Each of these approaches represents a perception of the worker's relationship to the community.

- ***OFFICE-BOUND ENGAGEMENT**: This approach is based on the premise that the worker is best able to meet needs in the office. It assumes that the family problems are personal and the parent would benefit most from coming to the agency.*
- ***COMMUNITY-BOUND ENGAGEMENT**: This approach is based on the premise that problems are primarily environmental. The worker needs to be actively involved with the community if meaningful change is going to occur. It assumes that the people needing services will benefit most if the worker is working in and with the community.*
- ***BALANCE MODEL OF ENGAGEMENT**: this model is based on the premise that the worker should have the skills and knowledge to work in the office and in the community. This model recognizes both the personal and environmental nature of problems.*

Head Start's approach to community engagement is based on the balance model. Social Services staff are responsible for a variety of activities that require working with parents at the center while reaching out to and being involved with the community.

4. **Ask participants to refer to their copies of the Performance Standards. Continue with the following.**

   The Social Services Performance Standards demonstrate Head Start's understanding of and commitment to working with the community. There are some performance standards that are most effectively implemented at the center while others are most effectively implemented in the community.

5. **Distribute the handout, "Balance Model and the Head Start Program Performance Standards" and continue.**

   All of the Head Start Program Performance Standards for Social Services are listed on the handout. We are going to determine which standards are more effective when program-bound and those which are more effective when community-bound.

   TRAINER'S NOTE: To get the group started, use Performance Standard 1 as an example.

   Performance Standard 1304.4-2(a)(1) — is an outreach activity. Therefore, it is typically done in the community. Place a check in column 2. There are times when parents may come to Head Start to inquire about the program but usually children are recruited through outreach efforts such as using the media, distributing flyers and obtaining referrals from other agencies in the community.

6. **Ask if there are any questions or comments. For each standard, involve the participants in checking the appropriate column and explaining the choice. At the end of the activity,**

continue with the following:

None of the standards are 100% program or community bound. Rather they reflect a continuum. This continuum emphasizes the importance of your relationship with both the individual and the community. It also emphasizes the importance of balance.

7. Divide participants into 3 groups. Distribute the handout, "Striking The Balance." Explain the handout in the following way:

   A scale is a tool that is used to determine weight or to create a balance. A balance is needed to prevent the scale from tipping to either extreme. As Social Services staff you need to be able to manage your responsibilities so that you strike a balance between activities that are carried out at the center and those that are best carried out in the community.

8. Assign one Performance Standard to each group. Explain that for each standard they are to decide the activities that staff can do to ensure that the balance is maintained. Ask them to list these activities on the appropriate side of the scale.

F. CLOSING (15 Minutes)

•1. Prepare several newsprint sheets with the question:

- How do we need to change program strategies to match community dynamics?

2. Summarize with the following:

   Head Start community outreach activities begin with the CNA and extend to recruitment, advocacy and linkages with other agencies. All of these activities are essential to working effectively with individuals and families. A community can be accepting, rejecting or neutral in its reaction to our intervention efforts. The position that the community takes will influence how its members perceive and respond to our outreach efforts. Consider what you know about community dynamics and community characteristics and think about the following question: "How do we need to change program strategies to match community dynamics?"

3. Divide participants into small groups. Give each group a sheet of the prepared newsprint to quickly record their suggestions.

   As you work, consider these questions. You will have only five minutes. Select a spokesperson to report one strategy to the large group.

4. Distribute the handout,"Factors to Consider when Designing Program Strategies to Reflect Community Dynamics." Then read the questions.

- What do you need to know about the ethnicity and traditions of the community for more effective recruitment?
- When planning activities for parents based on the information you get from assessing the community, how can this information about community dynamics be helpful to you?
- How can this information be helpful for establishing and maintaining relationships with community agencies?

- How can this information help with the identification and documentation of unmet needs?

5. At the end of five minutes, call time and ask each group to report out. Allow time for comments and discussion after each report.
6. Close the session by going around the room and asking each participant the following question:
   - How will my program be stronger now that I know what I know?
7. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
8. Announce the time, place and topic of the next training session.
9. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 2 - WHO ARE OUR FAMILIES?

This session provides participants with the opportunity to increase their understanding of, and appreciation for, the variety of families who are served in Head Start. The session emphasizes a systems approach that incorporates a developmental framework.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Examine personal values	B
Identify characteristics of families	C
Understand family development and family systems	D,E,F
Increase understanding of the many factors that impact family functioning	F,G

TIME

3 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Conducting Outreach, Recruitment and Enrollment: Who Are Our Families?
- Family Developmental Tasks
- Sample Profile
- Profile Of A Family Member
- Case Study: The Martinez Family
- Family System
- Family Subsystems
- A Troubled Family

ADVANCE PREPARATION

- Invite a resource person to serve as co-trainer. Be sure to select an individual who has specific expertise in family development and family systems. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Modify examples and statements for Activity B to reflect the experiences and issues most relevant to your program.
- Ask an experienced Social Services staff member to prepare a description of the families now enrolled in the program (or prepare description yourself). The description should

include:

- — average age of parents
- — percentage of single parent families
- — percentage of working parents
- — ethnic and cultural heritage of families in program
- — other information reflective of families in the community

If another staff person prepares the summary go over it prior to the session and invite him/her to attend the session and present an overview

- Optional: Obtain a copy of the "Family Structures" poster from the Looking at Life curriculum and post on the wall of the training room during the entire session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (5 Minutes)

1. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
2. Distribute the agenda and name tags.
3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance. Explain that understanding families and the communities in which families live is a vital aspect of conducting successful outreach, recruitment and enrollment.

B. HUMAN LINE CONTINUUM (55 Minutes)

*1. Make 2 signs, one labeled STRONGLY AGREE and one labeled STRONGLY DISAGREE and post at opposite ends of the room.

*2. Write the following definition on newsprint: A VALUE IS A SOCIALLY ACQUIRED JUDGEMENT ABOUT HOW DESIRABLE OR UNDESIRABLE SOMETHING IS OR IS NOT. Read the definition and ask participants if it is acceptable. Allow time to reach consensus on a modification, if necessary.

3. Continue using the following information as a guide:

   Values are very powerful because they influence our attitudes, thoughts and actions. People have a variety of values some of which may be very different from our own. What are some of the factors which influence our values?

   TRAINER'S NOTE: Allow time for a few responses such as:

   - family
   - culture
   - religion
   - race
   - geographic location
   - age
   - sex

4. Explain that the next activity will provide an opportunity to explore personal values. Ask all participants to form a line along the front or side where you have posted the two signs. Provide the following instructions:

   The line you have just formed can be called a "human line continuum". I am going to read 12 statements. Each of us is likely to have strong feelings about these statements. How we feel about each statement reflects our own values. We will strongly disagree with some (point to sign), strongly agree (point to sign) *with others, and have feelings somewhere in between for the rest. There are no right or wrong ways to feel about these statements. What is important is to become aware of our own feelings about these important issues.*

5. Read the first statement:

   - Children raised in two-parent families are better cared for than those raised in a single-family home.

Ask participants to consider whether they **strongly agree** or **strongly disagree** with this statement or have feelings somewhere in between. Ask them to move to the location on the **continuum** that best reflects their opinion.

6. After participants have moved into position, ask for several volunteers from different points along the **continuum** to explain their opinion. Continue with the following:

   As you can tell, there are a number of different perspectives on this issue. We do not need to come to consensus about this issue. Rather, we need to acknowledge that we all have feelings on the subject that relate to our own personal values.

   I commend you all for being willing to take a stand on what you believe (literally, along the **"human line continuum"**) *and then being willing to listen to other people's opinions, and to acknowledge the values each of us brings to our job. I will now read the remaining statements and follow this same procedure with each one.*

7. Read each of the remaining statements. Ask participants to move to the position that corresponds to their opinion related to each statement. Ask volunteers to discuss varying positions before moving on to the next statement.

   TRAINERS NOTE: These statements are intended to generate differences of opinion. They are written in extreme language to encourage thinking along a continuum between agreement and disagreement, NOT to represent Head Start philosophy.

   Statements:

   - If you work hard enough, you can stay off welfare.
   - Poor families are not as interested in their children as middle class families.
   - Abused children should always be removed from their home.
   - Pre-school children with AIDS should not be allowed in the Head Start classroom.
   - Mothers who abuse drugs while pregnant should be charged with child abuse and neglect.
   - If a family cannot afford food, they should not have a color TV.
   - Battered women who stay with men who abuse them do so because they like to be beaten.
   - Welfare reform is unfair and insensitive to the needs and interests of the poor.
   - Some families are not interested in improving the quality of their lives.
   - Good mothers stay home and raise well-adjusted children.
   - People with AIDS should not be allowed to have children.

8. When all of the statements have been discussed, ask the following questions:
   - What did you learn from this experience?
   - How can you apply what you have learned to your work?

C. WHAT IS A FAMILY? (30 Minutes)

*1. Prepare a newsprint sheet with the title: FAMILY TYPES and list the following definition on newsprint and post: A FAMILY IS A GROUP OF PEOPLE WHO ARE RELATED BIOLOGICALLY, LEGALLY OR SOCIALLY. Post four signs with the names of the types of families (BLENDED, EXTENDED,NUCLEAR, SINGLE) in four different areas of the

room. Put a blank sheet of newsprint under each sign. Refer to the "Family Structures" poster from Looking at Life if you have posted it.

2. Post the definition of family and ask participants if it is acceptable. Make any modification necessary until group reaches consensus. Present the following information:

   There are four basic types of families:

   1. *Blended: Two nuclear families that share the same living facilities.*
   2. *Extended: Mother, father, and/or children and other people who are related socially, or biologically.*
   3. *Nuclear: Two primary caregivers who may not be legally married (e.g., mother, father, grandparents, foster parents) and children.*
   4. *Single: One male or female adult who has the primary responsibility for one or more children.*

   TRAINER'S NOTE: Ask participants to indicate which type of family they are part of. Amend categories to reflect all group members' families. Make additional signs if necessary. Then continue with the following.

   All families fall within one of these categories, as we have broadly defined them. Take your chair and sit by the sign that best defines your own family. [Allow time for everyone to be seated.]

   It is important for us to accept, understand, and appreciate different types of families. Think about your type of family. Think about what it is like to be a member of this type of family. Think about how this type of family functions and what it expects from its members. To the extent that you are comfortable, talk with the other members of the group who are from the same type of family, talk about your family and answer the following questions:

   - *What things do our families have in common?*
   - *What seems to be the characteristics of this of family?*

3. Explain that they will have 20 minutes to discuss their families and record the answers on the newsprint. Ask each group to elect a spokesperson to report to the large group.
4. At the end of time ask for reports from each group.
*5. Prepare a sheet of newsprint with the title: ALL FAMILIES. . . After the reports, ask participants to respond to the following question:
   - What do all of these families have in common?
6. Record participants' responses on the newsprint.
7. Referring to the group reports and the list of things all families have in common continue with the following:

   As your lists show, all families, regardless of the type:

   - *have structure*
   - *strive to maintain balance*
   - *are organized*

- *have spoken and unspoken rules*
- *have expectations of its members*
- *have values*
- *have definite ways in which it rewards and punishes it members*
- *have boundaries*
- *resist change because it creates imbalance*
- *have leadership*
- *have a means of protecting itself*
- *have both strengths and weaknesses and*
- *have a specific level of tolerance for disorganization and dysfunction.*

These are basic characteristics that all families have.

8. Ask participants if there are any other characteristics that can be added to the list. Ask for volunteers to share what some of the characteristics mean for their family. Example: How does your family reward and punish its members? Because of time, you may want to ask participants to select a few of the characteristics to discuss.
9. At the end of the discussion, thank participants for being willing to share information about their families.
10. Close the activity by saying:

In discussing our own families with each other we increase the chance of being more accepting and understanding of the families we work with in our programs. Ask yourself the following questions: What did I learn about my family from this experience? About other types of families?

D. FAMILY DEVELOPMENT (30 MINUTES)

•1. Copy the handout, "Sample Profile" on newsprint and post.

2. Begin this section using the following information as a guide:

Like individuals, families go through a developmental cycle that is determined by age and task. There are eight stages in this cycle. Each stage has specific tasks that, if completed, will make it easier for the family to move to and successfully complete the next stage. Although families have much in common, they are very different. Therefore, how a family moves through the developmental cycle will depend upon a variety of factors such as culture, geographic location, education, socio-economic status and values. For the worker and the family, the stages can serve as a guide. The family life cycle that we will discuss is based on the research of Evelyn Duvall.

3. Distribute the handout, "Family Developmental Tasks. Give participants a few minutes to look over the handout. Using the information in the handout, discuss each of the cycles:

Stage 1: Beginning families

Stage 2: Childbearing

Stage 3: Preschool age

Stage 4: School age

Stage 5: Teenagers

Stage 6: Launching center

Stage 7: Middle-age parents

Stage 8: Aging parents

4. Distribute the handout, "Sample Profile." Go over the profile and ask if there are any questions.

   This is a profile of how one family member passed through the eight stages of the cycle. It shows the member's age at the time of each developmental task. This is shown for the family of procreation and family of origin.

   - *The Family of origin is the family we are born into.*
   - *The Family of Procreation is the family we join to conceive our children.*

5. Distribute copies of the handout, "Profile of A Family Member" and "Case Study: The Martinez Family". Allow time for the participants to read it. Explain that they will use the blank profile to develop a Profile for Tina Martinez. To complete it, the following questions needs to be answered:
   - Where is Tina on the Profile now?
   - What age will she be when she reaches the various stages?
   - What age will Jolanda be when Tina reaches the various stages?
6. Give participants 10 minutes to work alone. Call time. Ask for a volunteer to record Tina's Profile on the newsprint you posted.
7. When the Profile is complete, ask the participants to respond to the following questions:
   - What are the developmental implications for Tina?
   - What are the developmental implications for Jolanda?
   - What are the developmental implications for the family?
   - Are there consequences if a developmental stage is interrupted? (e.g., child birth during adolescence)
8. When the discussion is complete, ask participants to look at the ages associated with each stage and respond to the following questions:
   - Are most of the families you know passing through the developmental cycle at the suggested ages?
   - What do the differences say about how families have changed?
   - Are these age guidelines realistic?
   - Are there cultural considerations that must be taken into account as we look at a family's profile?
   - Why is it important that we help families to understand the consequences of interrupted developmental stages in a non-judgmental way?

E. FAMILY SYSTEMS (25 Minutes)

*1. Post three sheets of newsprint in three separate areas of the room. Write the name of one of the subsystems on each sheet. PARENT/CHILD SUBSYSTEM; SIBLING SUBSYSTEM; and ADULT SUBSYSTEM.

2. Begin this section using the following information referring to the definition of a family:

A family has relationships, characteristics, and activities which helps it to function and maintain itself. Because of this a family is an organized system that is goal-directed and striving to survive. Examples of these efforts are:

- *procreation*
- *obtaining income*
- *lifestyle*
- *education*
- *community activities*
- *family reunions*
- *vacations and other recreational activities*

TRAINER'S NOTE: Distribute the handouts, "Family System" and "Family Subsystems".

The family system is made up of subsystems that have a specific function but must interact with each other in order to maintain the whole. There are three subsystems. Parent/child, sibling and adult. As part of their function, each of the subsystems have identified responsibilities and tasks.

3. Divide participants into three groups. Continue with the following.

You are members of the Martinez family which has three subsystems:

Group 1: the parent/child subsystem

Group 2: the sibling subsystem

Group 3: the adult subsystem

Each subsystem has specific responsibilities that are listed on the handout. You have 15 minutes to discuss your subsystem's responsibilities and answer the following question: "What specific task and contributions is your subsystem expected to make to the family."

4. Ask each group to record responses on the newsprint and select a spokesperson to report to the large group.

5. At the end of the time ask for group reports.

6. When reports are completed, facilitate a discussion that focuses on:

- the importance to the function of each subsystem
- the link between each subsystem
- the impact on the family when a subsystem does not fully assume its responsibility

F. FAMILY FUNCTIONING (50 Minutes)

*1. Prepare and post two sheets of newsprint, one labeled INTERNAL and one labeled EXTERNAL.

2. Begin this section using the following material as a guide:

You have identified problems the family might experience if all of the subsystems do not work together and support each other. There are a very few, if any, families where the subsystems work together perfectly all of the time. Therefore, all families at one time or another experience family tension and dysfunction. There are many internal and external factors that contribute to how the subsystems relate to each other and how the family functions as a whole. Internal factors such as the family's lifestyle and external factors such as high unemployment contribute to family dysfunction.

Think about what you know about families. Make two lists. On one list identify as many things as you can within the family (internal) that might contribute to dysfunction. On the second list identify as many things as you can outside (external) the family that might contribute to dysfunction.

TRAINER'S NOTE: Allow time for participants to complete their lists. Ask for responses and record them on the corresponding newsprint sheets. When both lists are complete, read them back and ask for and respond to any questions or comments.

The lists you have made demonstrate the need to look at a family in more than one way. They indicate that a family does not exist in a vacuum and that when a family experiences dysfunction it is usually due to a combination of both internal and the external factors. This means that when we work with families it is absolutely essential to take into account all of the factors that are impacting on the subsystems and the system. This is called an "ecological approach." An ecological approach recognizes that all living things are dependent upon their environment and each other for support. Changes in one element of the environment cannot be made without disruption of the environmental balance.

Historically, Social Work has focused primarily on the person or the family, which can mean that environmental impact is ignored. This one-sided approach can lead to value judgments, unrealistic expectations, and inappropriate services. An ecological approach focuses on the relationship between the person and the environment or community. It is the nature of this relationship that determines the reason, frequency, intensity, and the response to the situation. To understand the balance between a family and the environment, it is necessary to examine the relationship in terms of:

- *mutual needs*
- *mutual benefits*
- *interaction (responses)*

- *mutual expectations*

Rarely if ever is there an even give-and-take of support between the family and the environment. Therefore, the focus must be on the degree of imbalance between the family's needs and the environment. When a severe imbalance exists, it is likely to create dysfunction with in the family. Let's look at one example.

A person who is under-educated may be unemployed or working in a low-paying, dead-end job. An imbalance may occur because the person is not poor enough to fit the environment's definition as "dependent," and at the same time does not earn enough to fit the environment's definition of self-sufficiency. This impacts on the subsystems and the system because the family has to struggle to meet it basic needs.

3. Post newsprint and ask participants to identify other factors that can lead to imbalance.

Examples:
- lack of education/skills
- unemployment
- illiteracy
- disabilities
- homelessness
- substance abuse

4. After the list has been completed, lead a discussion that will encourage participants to consider two items from the list such as "homelessness" and "illiteracy" and discuss how each contributes to an imbalance that will affect the family.

5. Continue with the following:

In families where there is an imbalance in the family, the level of distress and dysfunction will vary depending on the type of problems and the family's resources. A family that is troubled because of the birth of a child with a disability is experiencing a different kind of distress than a family whose 14-year-old daughter is pregnant. A family who has a member who is using drugs experiences a different kind of distress than a family whose primary breadwinner has been laid off his/her job. The reason for the distress will determine the family's:

- *perception of the problem*
- *feelings*
- *strengths and defenses*
- *self-worth*
- *behavior/response*
- *communication*

For example, often families we are working with have histories of drug and alcohol abuse, a subject we will be turning to later in the training. We can, however, begin to address this important topic by contrasting troubled families in which substance abuse is a problem with families in which is it is not. For simplicity let's call them: non-addicted and addicted. A non-addicted troubled family and an addicted troubled family are both

distressed and dysfunctional to some degree. However, addiction adds another dimension to the troubles the family experiences when a family member is addicted.

*6. Divide participants into two groups, Group A and Group B. Distribute the handout, "A Troubled Family." Read the case example on the handout.

Sixteen-year-old Maryann has just enrolled her three-year-old son, Jerome, in Head Start. Maryann is the oldest of three children and has been living at home with her mother. Maryann has recently stopped coming to the center. Her mother has been picking up Jerome at the end of the day. She has told you that she is worried because Maryann is often away from home.

7. Explain that both groups should appoint a facilitator and discuss the questions listed on the handout. Tell the groups to appoint a reporter to record the group's responses to the questions and present them to the large group.

8. As the groups begin their discussion, go to Group A and tell them you have additional information about Maryann. Explain that Maryann has had a drug problem for sometime and had agreed to go into a treatment program when she enrolled Jerome in Head Start. DO NOT give this information to Group B.

*9. Prepare and post a sheet of newsprint that has a line dividing it down the middle with a black line. Label one side A. ADDICTED and the other side B. NON-ADDICTED.

10. At the end of 20 minutes ask groups to reconvene. Ask the reporter from Group B to summarize the group's responses to the questions. Record the main ideas on the right side of the posted newsprint.

11. Explain that Group A had additional information about Maryann. Ask the reporter from the group to provide the additional information and summarize the group's response to the question.

12. Contrast the two lists. Highlight the impact the additional problem of addiction creates within a family.

*13. Prepare and post a sheet of newsprint with the title: HEAD START FAMILIES ARE. . . Continue with the following:

We have discussed values, defined families and looked at family systems and how families develop and function. We have said that families are influenced by many factors and that to work effectively with the family, we need to consider the impact of these factors. Take a few minutes to think about how you would describe Head Start families to someone who knows absolutely nothing about Head Start.

14. After 2 minutes, ask participants to form triads. Each triad is to complete the following sentence:

- Head start families are. . .

Explain that they will have 15 minutes to list as many descriptions as they can. Each group is to select a spokesperson to report to the large group.

15. At the end of the time, ask for reports from the groups and record descriptions on the newsprint you prepared. Read the list of descriptions.

16. **Present, or ask an invited Social Services staff person to present, a summary of characteristics of the families currently enrolled in the program.**

17. **Lead a discussion using the following questions:**

    - **What do these descriptions say about Head Start families in terms of their values, goals, strengths and weaknesses?**
    - **What do these descriptions say about your perception of Head Start families?**
    - **What do the descriptions say about how we can best work with families?**

G. CLOSING (15 Minutes)

1. End this session with the following:

In thinking about who our families are, it is important that we think about more than their income. As your descriptions indicate, our families are. . . [read a few of the descriptions]. *Finally, we must realize that:*

- *families come to Head Start with an intact value system*
- *values cannot be viewed as right or wrong*
- *values that are different from your own must be respected*

TRAINER'S NOTE: Insert a summary of the session objectives before continuing.

Our personal experience with our own family influences our values and expectations of what a family is and how it "should" function. To work effectively with all families, we need to be able to use our values as a guide and, at the same time, understand that most families are not motivated by "shoulds." They are motivated by needs. When we think about who our families are, there is a Chinese Proverb that we might keep in mind.

"Nobody's family can hang out the sign: 'nothing the matter here.'"

And to that I might add that nobody's family can hang out a sign which says "nothing is all right here." All families, regardless of income and level of dysfunction, have strengths and weaknesses. Before we close let me ask you some questions:

- *Do you think the information we covered today will help you in recruiting and enrolling children? How?* [Allow time for response.]
- *Do you think your relationship with families will be enhanced by this knowledge? How?* [Allow time for response.]
- *What do you know now about Head Start families that you didn't know before?* [Allow time for response.]
- *How will you use this information to help you be more effective with families?* [Allow time for response.]
- *How does this information build on your understanding of the importance of cultural awareness?* [Allow time for response.]
- *How will you be better prepared to strengthen your partnership with parents?* [Allow time for response.]

2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 3: INTERVIEWING SKILLS

This session provides participants an opportunity to discuss and practice interviewing techniques with particular reference to outreach, recruitment and enrollment.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Increase their understanding of the importance of interviewing	A,B
Understand the phases of an effective interview	B,C
Practice interviewing skills	D

TIME

3 hours

PARTICIPANT MATERIALS

- Agenda - Conducting Outreach, Recruitment and Enrollment: Interviewing Skills
- Phases of the Interview
- Types Of Questions
- Role Play Guidelines
- Checking Your Listening Habits
- Observation Checklist

ADVANCE PREPARATION

- Invite a resource person to serve as co-trainer. Be sure to select an individual who has specific expertise in interviewing skills. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Invite experienced Social Services staff members to serve as resource people during the session.
- Review MODULE I, Session 4 - "Communicating Effectively."

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (25 Minutes)

1. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
2. Introduce co-trainer and describe his/her credentials and experience related to Social Work interviewing.

*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.

4. Distribute agenda and name tags.
5. Introduce this session by saying:

   Take a few minutes to think about the first time you were interviewed. Maybe it was for a job, for school or even for an award you received. [Allow a few moments.] *As you remember that interview, consider the following questions:*

   - *What was the purpose of your first interview?*
   - *Was the interview done by someone you knew or a stranger?*
   - *Did you understand the reason for the interview?*
   - *How did you feel?*
   - *What were your concerns?*
   - *What did you like about the interview?*
   - *What did you not like about the interview?*
   - *What do you remember most about the interviewer?*

6. Ask for volunteers to share their response to any or all of the questions. Facilitate a discussion that focuses on:
   - attitudes people may have about being interviewed
   - the importance of understanding the emotional response a person may have when being interviewed
   - ways in which the interviewer can be successful or unsuccessful
7. End the discussion with the following:

   An effective interviewer needs to understand what it means to interview and to be interviewed. Many of the factors that you have identified as contributing factors in a successful interview really come down to the effective communication skills we have already covered. This session will give you an opportunity to put effective communication to work, especially when conducting outreach, recruitment and enrollment. Of course, you will use your interviewing skills in many other aspects of your Social Services work as well.

*8. Prepare two newsprint sheets. One with the title AN INTERVIEW IS. . . and another with the following definition: A TIME-LIMITED INFORMATION-GATHERING CONVERSATION THAT HAS A CLEARLY DEFINED PURPOSE.

9. Begin this section with the following:

Based on our discussion about your first interview, we are going to brainstorm a list of all of the ideas you can think of when you hear the word "interview".

10. Briefly review the rule of brainstorming and record the responses on the prepared newsprint. When the brainstorming is complete, go over the list and identify the major ideas.

11. Post and read the definition. Discuss the definition and how it fits with the ideas on the brainstorming list.

B. PHASES OF THE INTERVIEW (20 Minutes)

1. Distribute and refer participants to the handout, "Phases of the Interview" and then continue:

In addition to being time-limited and purposeful, the interview has three phases. Before even beginning the first phase, however, the interviewer must be prepared and have the focus of the interview clearly in mind. We will discuss specific ways to prepare for the interview at the end of the session before we practice conducting interviews. Let's begin now with an examination of the three phases of the interview itself. Awareness of these phases helps the interviewer to structure the interview and give the interviewee some idea of how the time will be used.

PHASE		*PURPOSE*
*1. **Initial***	—	*Prepare the interviewee to participate in the exchange*
	—	*Begin the relationship-building process*
	—	*Set the stage for the interview*
*2. **Exploration***	—	*Seek information*
	—	*Clarify roles and expectations*
	—	*Reach some conclusion*
	—	*Introduce the idea of action planning*
*3. **Closing***	—	*Summarize the interview*
	—	*Plan for future interaction*

The initial phase is critical to the remainder of the interview. This time is used for introductions, rapport building, and reducing anxiety. Another important part of this phase is establishing length of the interview.

The exploration phase is the core of the interview. It is a time of information gathering, and exchange. Both the interviewer and the interviewee work together to identify the problem/need and to determine the most appropriate intervention.

The closing phase prepares the interviewee for the end of the interview so that it does not end abruptly. During this phase, the interviewer does not introduce new information. The interviewer states how much time remains in the interview, summarizes the discussion

and sets the follow up activity and time. At the beginning of each phase, the interviewer will use transition words or phrases that relate to each phase.

Phase 1: Initial	*When to Make Transition*
Rapport building comments, clearly stating the length of time and the reason for the meeting.	*When there is understanding and agreement about the purpose.*
Phase 2: Exploration	*When to Make Transition*
Lead statements or questions that support your understanding of the purpose of the meeting and enable the interviewee to begin sharing and exploring the related issues.	*When there is understanding and agreement about the plan of action.*
Phase 3: Closing	*When to Make Transition*
A closing remark that indicate that the time stated at the beginning of the interview is almost up.	*When there is understanding and agreement about the follow-up activity.*

2. Have the expert co-trainer demonstrate the three phases; ask a participant to volunteer as interviewee. The trainer serves as the interviewer. Ask the volunteer simply to be himself or herself. The trainer conducts a five-minute interview with the volunteer about his or her favorite family activities.
3. Explain that participants should listen carefully to the interview for each of the three phases.
4. At the end of five minutes, call time and ask:
   - Did the interview use the three phases?
   - How did you know when the interviewer entered into Phases 1, 2 and 3?
5. End the discussion by pointing out the following.

   The three phases tend to overlap. However, organizing the interview into phases helps stay on track and manage the interview time more effectively. Without these indicators, the interview may stall at the onset of Phase 1 or progress too rapidly to the last phase.

C. INTERVIEWING SKILLS (1 Hour 15 Minutes)

1. Begin this section using the following statement as a guide:

   Establishing a relationship with the interviewee is the most important part of interviewing. The development and protection of this relationship will depend upon your ability to understand the value, nature and function of the interview as it is used in Social Work practice. These interviewing skills rest on establishing a helping relationship and applying proven Social Work methods.

•2. List the four interviewing skills on a sheet of newsprint entitled INTERVIEWING SKILLS: Communication, Observation, Listening and Note-taking. Post the newsprint. Continue with the following:

   There are four essential interviewing skills. Communication, observation, listening and note-taking. While each of these skills are individually important, each is an extension of

the other. For example, observation is valuable only if the information is recorded accurately.

*3. Write the definition of communication on newsprint: THE SHARED PROCESS OF SPEAKING, LISTENING AND RESPONDING THROUGH WHICH WE ACHIEVE MUTUAL UNDERSTANDING AND RESPONSIVE INTERACTION. Post the definition, then continue.

For those of you who attended the session on Communication, you may remember that we defined communication as. . . [read the definition]. *We are going to use this definition again as we talk about interviewing skills. The communication skills of the interviewer will make or break the interview. If the interviewer can communicate in a way that achieves mutual understanding and responsive interaction, the interview is more likely to be effective.*

VERBAL COMMUNICATION

Verbal communication is the lifeline of the interview. The interviewer needs to be able to communicate in a way that gives the interview direction and at the same time allows the interviewee the freedom to express ideas and needs. To do this, the interviewer must be able to use questions effectively. The question has been described as "the basic tool of interviewing." Questions have a specific purpose. Being clear about the purpose helps the interviewer avoid over use and duplication.

4. Distribute the handout, "Types of Questions." Give the following explanation.

There are five types of questions. Each type has a specific purpose.

TYPE	*PURPOSE*
• *Open ended*	*To encourage the expression of ideas, opinions and feelings.*
• *Closed*	*To gather factual information only.*
• *Direct*	*Straightforward — To seek very specific information.*
• *Indirect*	*To seek general information and encourage more in-depth discussion.*
• *Rhetorical*	*To stimulate thinking. Does not seek an answer.*

*5. Prepare another sheet of newsprint entitled, TYPES OF QUESTIONS and enter numbers one through five. Post the newsprint sheet you have prepared. Ask for volunteers to give an example of each type of question. As the examples are given write them on the newsprint. For each example, ask the rest of the group.

- Do you agree that this is a _____ question?
- Why do you think so?

6. At the end of the discussion, suggest that participants write the example in the last column on the handout. Ask for and respond to any question or comments.

*7. Prepare and post a sheet of newsprint with the following list of questions [letters in brackets are for trainer's reference only]:

- Why was Bill absent three days? [a]
- Do you remember what the attendance policy says about unexcused absences? [b]
- Have you ever attended a center meeting? [c]
- Are you wondering why I am here? [d]
- How are you today? [e]
- Would it be helpful if I called you in a week? [f]
- How is Bill? [g]
- What do you think can be done? [h]

8. Continue with the following:

   The interviewer uses the question to learn the what, when, why, where and how of a situation. Knowing where to place a question in the interview is just as important as knowing which question to ask. Some questions if asked during the initial phase of the interview, may make it difficult for the interviewer to obtain information. Think about the three phases of the interview and consider the following:

   You are visiting a family for the first time because the child has had three unexcused absences. The child is brought to the center by a neighbor. Therefore, family members have had no direct involvement with the staff. You want to ask the parents several questions.

9. Read each of the questions. Tell participants to consider the best timing for each question, whether it should be asked in Phase 1, 2 or 3 of the interview.

10. Lead a discussion using the following questions as a guide:

    Using your handout, "Types of Questions," what type of question is each of these?

    - *Which of these questions would you not ask during Phase 1 of the interview and why?* [**TRAINER'S NOTE**: Questions c, g, d.]
    - *Which are Phase 2 questions and why?* [**TRAINER'S NOTE**: Questions a, b, c, h.]
    - *Which are Phase 3 questions and why?* [**TRAINER'S NOTE**: Question f.]

    With different colored markers, indicate the Phase 1, 2 and 3 question.

11. End the discussion by saying that regardless of the length of time of an interview, the interviewer should move through these stages.

12. Continue with the next aspect of interviewing.

OBSERVATION

In addition to asking questions and responding appropriately to comments, the interviewer needs to be aware of non-verbal behavior. Non-verbal behavior is a significant part of the communication during the interview. Gestures and facial expressions are non-verbal cues that will sometimes indicate a discrepancy between the interviewee's verbal response and feelings.

As important as observation is to the interview, it is subjective and will be influenced by the interviewer's experience, attitude, values and biases.

13. Ask for four volunteers to role play a silent home visit. Explain that the role players may talk to each other but not in voices loud enough to be heard by the audience. Give the players each a copy of "Role Play Guidelines" and ask them to go to a corner of the room and plan a ten-minute scenario to present.

14. While the role players are preparing, divide the remaining participants into four groups. Explain that they are going to observe a silent role play. Group 1 is to observe role player 1. Group 2 is to observe role player 2, etc. Explain that participants in each group will work independently and observe the role player to which the group is assigned and record the non-verbal behavior.

15. Ask the role players to return and be seated so they cannot be heard by the audience. Give each role player a number from one to four. Write the numbers large enough to be seen by the audience and post one number next to each role player.

16. Ask the role players to begin. At the end of 10 minutes, ask for three volunteers from each group to read their observations. Be sure to say that there are no right or wrong observations.

17. After all of the observations from a group have been read, ask the role player if the observation matched his or her behavior and feelings.

18. Lead a discussion about how the interviewer's perception of the interviewee's behavior can influence the interviewer, the action plan, the following activity and the documentation.

19. Continue with the following:

    LISTENING

    Listening is a learned behavior. We begin to learn how to listen, what to listen for and whom to listen to very early in our development. We become accustomed to listening in a certain way. Most of us do not think about listening as a learned behavior and therefore, do not think much about how we listen.

20. Distribute the handout, "Checking Your Listening Habits." Explain that it is a tool to help them find out the kind of listener they are. Read the instructions aloud. Tell participants when to start and call time at the end of two minutes. Quickly go around the room and ask for the total number of "yes" answers. Then ask for a show of hands for the number of people who answered each question "yes."

21. Lead a discussion which will help the group examine their listening habits. Encourage the group to identify ways they can improve their listening behavior so that yes answers can be changed to "no" answers.

22. Divide trainees into small groups of five. Explain that they are participating in a 20 minute sharing session. Explain that the purpose of this discussion is to help each individual think and talk about:

    - What I have learned about myself as a listener
    - The things that may have contributed to my listening habits
    - Way in which I can improve my listening

23. At the end of 20 minutes, call time and ask if anyone would like to share with the entire group.

*24. Prepare and post a sheet of newsprint with the following statement: TO CHANGE MY LISTENING HABITS I WILL. . .Read the statement and ask participants to write a response on the bottom or back of their checklist. Explain to trainees that they are to work individually to make a list of specific things they will do to change their listening habits. Suggest that they refer to the two handouts on listening to identify areas for improvement. Explain that they have 10 minutes. Call time and encourage them to add to their list as they talk more about listening.

25. Continue with the following:

Listening is defined as a means by which the interviewer sustains, extends and deepens his or her knowledge of the interviewee. The interviewer must be prepared to be actively involved in listening to what is said. Active listening provides both verbal and non-verbal information. Active listening can help the interviewer get beyond his or her own biases. It enables the interviewer to ask the appropriate questions at the appropriate time thus expanding his or her understanding of the frame of reference of the interviewee.

In particular, pay attention to:

- *How the interviewee's perceptions about himself or herself*
- *What she or he thinks and feels about others in his or her world, especially significant others; what she or he thinks about people in general*
- *Her or his perceptions about how others relate to her or him; how in her or his eyes others think and feel about her or him, especially significant others*
- *Her or his perceptions about the subject being discussed; what she or he thinks and how she or he feels about what is involved*
- *What his or her aspirations, ambitions and goals are*
- *Her or his values and philosophy of life.*

TRAINER'S NOTE: Discuss each of the suggestions in terms of why it is important for the interviewer to actively listen for these thoughts, perceptions, ideas, values, attitudes and behaviors.

*26. Prepare two sheets of newsprint, one labeled TAKING NOTES and the other, NOT TAKING NOTES.

27. Continue with the following information.

NOTE TAKING

Question nine on the listening habits checklist asks, "If you want to remember what someone is saying, do you think it is a good idea to write it down as he or she is talking?" This is an important question for an interviewer to answer. There are two possible positions regarding note-taking. One position is that taking notes during the interview is distracting because it makes the interviewee anxious. In addition, it interferes with the interviewer's ability to sustain, extend and deepen his or her knowledge of the interviewee. The other is that note-taking is an integral part of the interview. During the initial phase of the

interview, the interviewer should explain that she or he will be taking notes and explain why it is necessary.

28. Post the two sheets of newsprint at opposite ends of the room. Explain that people may not be absolutely for or against note-taking but they may feel more strongly about one position than they do the other. Ask for a show of hands of those people who feel that note-taking during the interview is necessary. Then ask for a show of hands for those people who feel that note-taking is distracting.

29. Ask participants to move to the end of the room with the sheet of newsprint that is the opposite of their position. They will have 10 minutes to list the reasons for this other position. Ask each group to appoint a person to write the list and present it to the large group.

30. At the end of 10 minutes call time. Ask each group to read their list. Ask members of the other group if these comments reflect their original opinion.

31. After the lists are read, facilitate a discussion that will encourage trainees to think carefully about note-taking.

D. PRACTICE (30 Minutes)

*1. Prepare and paste a sheet of newsprint the following list of SOCIAL SERVICES TASKS: on newsprint: RECRUITMENT, ENROLLMENT, FAMILY NEEDS ASSESSMENT, REFERRAL, FOLLOW-UP, EMERGENCY ASSISTANCE, CRISIS INTERVENTION.

2. Begin with the following:

Interviewing is the process that Social Service workers use to gather information, make assessments and determine the most appropriate intervention. It is both a skill and an art. It is a skill because there are specific techniques that the worker needs to learn. It is an art because the worker needs to know how to apply the skills.

TRAINER'S NOTE: Refer to the newsprint labeled SOCIAL SERVICES TASKS and read the list. Explain with the following:

These are some of the tasks for which Social Services staff is responsible. All of these tasks require interviewing skills. Preparation for the interview is essential if the interview is to be done skillfully. It is only when the interviewer is prepared that she or he can concentrate on artfully applying the skills. The length or purpose of the interview does not change the need for prior preparation. All interviews are important.

*3. Prepare and post a sheet of newsprint labeled, INTERVIEW PREPARATION.

4. Ask participants what they think they will need to do in order to prepare for each interview. Record responses on the sheet of newsprint.

5. Read the list aloud and add the following if not mentioned:

- review the primary purpose of the interview
- think about the secondary purpose
- assess interviewer relationship with the interviewee
  - — familiar
  - — stranger

- know the time limit of the interview
- think about cultural factors that might influence the interview
- review interviewee's previous experience with your agency/program/staff
- look in the file for the individual or family's involvement with other agencies in the community
- check the file for records of previous interviews about the same topic

6. Facilitate a discussion on interview preparation. Refer to the list of SOCIAL SERVICES TASKS and ask experienced staff to discuss ways they prepare for interviews related to each of the tasks.
7. Distribute the handout, "Role Play Guidelines." Read the vignette and then ask for a volunteer to play each role. Allow volunteers a few minutes to prepare.
8. While volunteers are preparing, distribute the handout, "Observation Checklist." Explain to the other participants that they are to observe the interview and record observations on the "Observation Checklist." Go over each question and give a few examples. Explain that they will not be able to hear the interview.
9. Ask the volunteers to return and do a 10 minute role play.
10. At the end of 10 minutes, call time. Thank the volunteers. Ask volunteers and observers to share their observations and comments using the "Observation Checklist" as a guide.

E. CLOSING (15 Minutes)

*1. Prepare and post a sheet of newsprint labeled, I LEARNED. . . End the session with the following.

It might be beneficial for all of us to identify things we have learned during this session. If you will share what you have learned, I will record it on the newsprint.

2. After the sharing is finished, read the list and ask for additional comments.
3. Make arrangements for participants to conduct Follow-up Practice interviews prior to the next session. Explain that there will be an opportunity to discuss their experiences at the beginning of the next session.
4. Announce the time, place and topic of the next training session.
5. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 4: CONDUCTING HOME VISITS

This session provides participants with the opportunity to discuss information and techniques that are essential to home visiting.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Understand the importance of making home visits	A,B
Build the skills necessary to conduct a home visit	C,D,E,F,G,H
Increase awareness of the worker's role when making a home visits	D,E

TIME

4 Hours

PARTICIPANT MATERIALS

- Agenda - Conducting Recruitment, Outreach and Enrollment: Conducting Home Visits
- Initial Home Visit
- Skills and Characteristics Assessment
- Dealing Positively With Resistance
- Overcoming Resistance Role Play Guidelines
- Preparing for a Home Visit

ADVANCE PREPARATION

- Select two or three staff members who have had considerable experience making home visits to participate as resource people for the session. Be sure these are individuals who have had positive and successful experiences conducting home visits. Discuss the training with them and identify ways they can enhance the session. In particular ask them to be prepared to discuss strategies for ensuring personal safety and for overcoming resistance.
- Meet with your Director to discuss your agency's policy on conducting home visits. What safety precautions are included in the policy? Prepare a summary of the policy.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (15 Minutes)

1. Welcome back the group, and discuss the experiences they had during the Follow-Up Activities related to the last session.
2. Introduce the staff members who will be assisting in the session. Explain that they have all had considerable experience conducting home visits.
*3. Review the purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute the agenda and name tags.
5. Begin the session with the following information:

   The primary goal of Social Services in Head Start is to work with, support and strengthen families. One of the ways in which this goal is realized is through the home visit. During the initial contacts with families during outreach and recruitment, the home visit serves as one vehicle for linking the home and the Head Start program. During initial home visits you can obtain information about the family and share information about the program.

   Staff members from the other components will also make home visits over the course of the program year. After the child is enrolled in Head Start, you will continue to make home visits throughout the year. These subsequent visits provide:

   - *an opportunity for Social Services staff to offer social, emotional, informational and material support to families*
   - *an opportunity for the family members and the staff to make transactions that will benefit the child and at the same time enhance family functioning*
   - *a process for facilitating change and addressing the multiple needs of children and families*

   At the end of this session and in later sessions we will discuss some of these added uses of the home visit. Until then we will be concentrating on the home visit as a key element in our outreach and recruitment efforts. No matter when home visits are conducted, however, they are a way we can demonstrate concern and interest in the family and strengthen the partnership with families.

   Briefly, how <u>do</u> you think home visits can serve to set a foundation for the partnership with parents right from the beginning of outreach and recruitment? [Allow time for responses.]
6. Summarize the group's comments and ask the home visitors who are assisting in the session to offer additional comments. Emphasize the following before continuing:

   A successful home visit incorporates not only partnership with parents, but multicultural sensitivity and effective communication as well. The home visit is one way we can ensure

better collaboration with families, which is essential in order for us to survive as a program and ensure the continued success of Head Start.

B. PERSONAL AWARENESS (15 Minutes)

•1. Prepare and post two sheets of newsprint labeled as follows:

#1 _____:

When I have a visit from someone I do not know very well, I feel. . .

#2 _____:

When I visit someone I do not know very well, I feel. . .

2. Read the statement on sheet #1 and then explain that the participants have five minutes to jot down their thoughts and feelings about being visited by someone they do not know very well.
3. At the end of five minutes, call time. Ask for volunteers to share their responses. As they are given, record the responses on sheet #1.
4. Read statement #2 and repeat the exercise and record the responses on sheet #2.
5. After all the responses have been recorded, lead a discussion that will encourage participants to think about the following questions:
   - Why did you feel this way?
   - What impact did your feelings have on the visit and on the visitor?
6. At the end of the discussion, write PARENT/FAMILY in the blank space at the top of sheet #1, and HOME VISITOR at the top of sheet #2.
7. Close with the following points.

In describing your reactions to visiting and being visited by someone you do not know very well, you have identified some of the thoughts and feelings parents and home visitors may have when the initial home visit is made. [Allow time for participants to draw parallels and make comments.]

C. INITIAL HOME VISIT (30 Minutes)

•1. Post newsprint in four areas of the room. Prepare and post a sheet of newsprint listing the four primary objectives indicated on the "Initial Home Visit" handout: LOWER ANXIETY, HEIGHTEN TRUST, FOCUS ON STRENGTHS AND NEEDS and BUILD HOPE. Prepare and post a sheet of newsprint with the title: OBJECTIVES.

2. Begin the section using the following material as a guide:

It is because of the thoughts and feelings you have just described that the home visit must be carried out with care, consideration and sensitivity. This care, consideration and sensitivity begins with the very first home visit. This visit is the beginning of establishing a relationship with the family.

You need to prepare for the home visit by being aware of your own feelings and personal biases. You must also be prepared to be sensitive to the feelings and concerns of the family.

TRAINER'S NOTE: Discuss a few of the items from newsprint #1 and #2 from the previous activity.

Therefore, how the initial home visit is conducted is probably even more important then what is covered during the visit. Your primary objectives during this visit are to:

- *lower the anxiety level of the parents/family*
- *heighten the parents' sense of trust and confidence in the Head Start program and staff*
- *help the parents/family to think about their strengths, needs and families*
- *leave the parents/family with a sense of hope*

3. Distribute the handout, "Initial Home Visit" and then brainstorm the following question:
   - Why are these objectives so important during the initial visit?

   Record the responses on the newsprint sheets you posted. Discuss the responses and then close the discussion with the following point:

   In addition to what has been said, the initial home visit is also critical in helping the family become receptive to future visits.

4. Divide participants into four groups. Call the groups' attention to the previously distributed handout, "The Initial Home Visit." Assign a different objectives to each of the groups. Explain that all groups should consider the following question:
   - What can you, the family worker, do to address this objectives when making home visits?

5. Explain that the groups will have 10 minutes to develop a list of things they can do to address the interest. Ask each group to record their responses on the posted blank sheets of newsprint and select a spokesperson to report to the large group.

6. To help the groups get started, go around to each one and offer one of the following ideas to each group:

   Group 1: Ask the parent to talk about their child's favorite game or toy (LOWER ANXIETY)

   Group 2: Clearly and honestly state what parents/family can expect from you and the program (HEIGHTEN TRUST)

   Group 3: Acknowledge a strength that is readily visible in the home, such as they way the parents have their children's pictures displayed (FOCUS ON STRENGTHS AND NEEDS)

   Group 4: Describe some of the ways parents help each other in the program in an area the family has expressed a need, e.g., housing (BUILD HOPE)

7. At the end of 10 minutes, call time and ask each group to report. Encourage participants to write down the ideas from other groups on their copies of the handout.

8. After each group has reported, encourage participants to ask questions about any of the ideas. Lead a discussion that enables participants to think about the following question:
   - How might the initial and future home visits be affected if the objective were not addressed?

D. ESSENTIAL SKILLS AND CHARACTERISTICS (50 Minutes)

*1. Prepare and post a sheet of newsprint, with the title, FACTORS THAT INFLUENCE A RESPONSE TO A HOME VISIT. List the following:

- lifestyle
- cultural values
- perception of the role of the home visitor
- previous level of experience with outside agencies
- level of trust in outside agencies
- extended family
- education
- age

2. Begin this section using the following information as a guide:

Those of you who have attended previous sessions have discussed the wide range of characteristics and skills you need to provide effective Social Services. Today we are going to identify the characteristics and skills that are essential for conducting home visits. I think you will see that there is a great deal of overlap with the characteristics and skills we have already covered. For example, even though working with a family in the home is different than working with one in the center, achieving your goals in the home visit is still very much dependent on your ability to communicate effectively. It is by using your effective communication skills that you are able to engage the family, gather information, interview and ultimately observe and facilitate action.

Within the context of the home visit, effective communication enables you to accomplish the goals of the visit without being intrusive.

TRAINER'S NOTE: Review material from the session on communication emphasizing such things as non-verbal communication, and checking out assumptions. Ask for and respond to any questions.

Similarly, you will use the skills you learned in the session on interviewing skills in order to gather the necessary information.

TRAINER'S NOTE: Using the material from the session on interviewing, review the definition and purpose of interviewing and discuss the use of questions and observation. Ask for and respond to any questions or comments.

These skills are strengthened or weakened by the personal characteristics of the home visitor. Your own characteristics and communication style affect how you respond to other people, things and situations. For example, is there anyone here who describes himself or herself as curious? [Allow time for response and pick one of the individuals to respond to the following question.]

When you are in a new situation, how does your behavior demonstrate or show us that you are curious? [Probe for answers such as "explore new territory" or "ask lots of questions."]

What about those of you who would describe yourselves as cautious? When you are in a new situation, how does your behavior demonstrate or show us that you are cautious? [Probe for answers such as "remain at the edge of a group" or "stay near the door."]

When you enter a family's home, you may find that their lifestyle, culture, parenting style, values and the environment itself very different from your own home. What characteristics do you think we need in order to bridge these differences? [Allow time for response.]

*3. Prepare and post a sheet of newsprint entitled, CHARACTERISTICS THAT FOSTER SUCCESSFUL HOME VISITS. Ask participants to brainstorm the characteristics that are essential to effective home visits. Record the responses.

4. Read the list and ask for volunteers to select one of the characteristics from the list and talk about why it is so important. Facilitate a discussion that encourages participants to talk about their own characteristics. Be sure the following are included in the list:

   - flexibility
   - respect for others
   - cultural sensitivity
   - realistic expectations
   - self-esteem, irrespective of the family's situation
   - ability to address and overcome inappropriate fears
   - ability to accept resistance; and
   - openness, honesty and directness

5. Refer to the newsprint entitled FACTORS THAT INFLUENCE A RESPONSE TO A HOME VISIT. Continue with the following:

   We all have different personalities and personal characteristics. Some of us are outgoing while some of us are quiet. What is crucial in being an effective home visitor is an awareness of our own style and the ability to know what is needed in a given situation. And I think you will agree, the essential characteristics we have listed cut across differences in personal style or individual personality. They also enable us to understand each family with respond to the home visit in a unique way. The response will vary according to:

   - *lifestyle*
   - *cultural views*
   - *perception of the role of the home visitor*
   - *previous level of experience with outside agencies*
   - *level of trust in outside agencies*

- *extended family*
- *education*
- *age*

6. Refer to the newsprint with the prepared list of factors. Ask participants to think of other factors and add them to the list. Lead a discussion about how these factors influence the family's response to a home visit. Give examples such as:
   - Lifestyle: A family with a history of addiction needs to keep the addiction a secret
   - Previous experience with on outside agency: The last person who came to the home was investigating a report from a neighbor about suspected child neglect
   - Perception of the role of a visitor: The family seems to think that the only time someone comes to your home is when "someone is in trouble"
7. Ask participants for other examples. After the discussion continue.

   When these factors come into play, parents/families may not be willing to participate fully in the home visit. Sometimes people may show their resistance passively by not being home after giving the home visitor permission to come. When a response like this occurs, you need to draw on those reserves of essential personal characteristics so that you are able to respond appropriately. In addition, you need to:

   - *be able to tolerate rejection and flight*
   - *be persistent without being intrusive*
   - *not be needed by the family*
   - *offer and eventually provide concrete services that will foster independence and*
   - *accept and tolerate what may appear to be a lack of courtesy on the part of the parents/family.*
8. Distribute the handout, "Skills and Characteristics Assessment." Ask participants to add any characteristics they want to add to the list. Explain that they have 15 minutes to complete the Assessment.
9. At the end of 15 minutes call time. Ask for volunteers to talk about their assessment.
10. Divide participants into small groups and allow 15 minutes for them to offer consultation to each other regarding characteristics that "need improvement" or are "difficult".
11. At the end of 15 minutes call time and ask for volunteers to share some of their more creative strategies. Close by stating that they are on the right path for enhancing the partnership with parents.

E. OVERCOMING RESISTANCE (30 Minutes)

*1. Prepare and post a newsprint sheet with the title: RESISTANCE IS. . . Brainstorm the statement RESISTANCE IS. . . and record responses on newsprint.

2. Continue using the following information as a guide:

   Resistance usually indicates that the person does not think it is in his or her best interest to become involved in whatever relationship is offered. Think for a moment about situations in your own lives when someone might have called you resistant. [Allow time

for response.] *Usually we become resistant when we don't see the benefit of some action or fear its consequence. Sometimes we fear what we don't understand.*

TRAINER'S NOTE: Refer to the factors that influence the home visit from the previous activity. Then continue.

When you conduct home visits you need to understand some of the reasons for resistance and have the skills and characteristics to deal with it effectively. In some instances we can overcome resistance when we understand it. Other times we may want to consider how services can best be provided. Dealing effectively with resistance means understanding that resistance is:

- *a healthy and sometimes appropriate response to an unknown person or situation.*
- *generally a temporary reaction that will give way to openness as distrust decreases.*
- *not meant to reject the home visitor. Its purpose is to protect the person who is resisting.*
- *sometimes a result of one's perception of what it means to "need help".*

4. Discuss each of the four points and ask the experienced home visitors to discuss how they handle resistance. Then continue.

   Generally, human services workers are not prepared to handle resistance. It is seen as an indication that the parent is hostile, not interested, or does not care. This attitude leads the worker to "resist the resistance". If parents are to overcome resistance, it must be dealt with positively.

5. Distribute the handout, "Dealing Positively With Resistance". Give participants a few moments to read the handout. Discuss it and ask if there are any questions.

6. Distribute the handout. "Overcoming Resistance Role Play Vignette". Introduce the experienced worker who has agreed to play the role of the Social Services staff member. Read the vignette and then ask for volunteers for the other two roles.

   You called Mrs. Evans four times last month to conduct an initial home visit. During each call Mrs. Evans agreed to the visit but was not home when you arrived. Tomorrow there is a community outreach Open House at the center. Mrs. Evans' sister-in-law, a Head Start parent, has agreed to bring Mrs. Evans. How can you use this opportunity to overcome or at least handle Mrs. Evans' resistance in a positive way. Role play a possible conversation with Mrs. Evans.

7. Give the players a few moments to prepare the role play. Ask the rest ot the group to observe the process and provide feedback using the handout as a guide.

8. At the end of the role play ask the observers the following questions:

   - How did the Social Services staff person enable the resistance to surface?
   - How did she or he acknowledge the resistance?
   - Did he or she explore the resistance?
   - How was the situation resolved?

9. Lead a discussion about other possible strategies for handling the situation.

F. PREPARING FOR A HOME VISIT (30 Minutes)

1. Present the summary of the agency policy on conducting home visits you prepared for the session.

*2. Prepare and post three sheets of newsprint labeled: COGNITIVE, PSYCHOLOGICAL AND ENVIRONMENTAL.

3. Refer to the newsprint as you present the following information:

Before making a home visit you need to be adequately prepared. Prior preparation is necessary in order to achieve the goals and manage the time of the visit. There are three ways to prepare for a home visit: 1) cognitive, 2) psychological and 3) environmental preparation.

COGNITIVE PREPARATION

This type of preparation is essential to the success of the visit itself. In order to increase the chances of achieving the goals of the visit, the home visitor must understand that there is a critical need for the purpose of the visit to be clear and as specific as possible. You need to:

- *understand the stated purpose of the visit*
- *know what information and/or resources are needed to conduct the visit*
- *have the tools necessary for gathering information*
- *know as much as possible about the individual and family*

PSYCHOLOGICAL

This type of preparation is necessary because it is directly related to your perception of the people family you are visiting. Your values and your attitude about their culture, needs and lifestyle will impact on the effectiveness of the visit. You need to:

- *gather as much information as possible about the family*
- *examine feelings about this type of family*
- *be aware of and address cultural biases and fears*
- *know what support the program can offer to the person/family*

ENVIRONMENTAL AWARENESS

This type of preparation is necessary because you need to have a realistic view of the community:

- *take adequate precautions in order to ensure personal safety*
- *know what people live in a particular community*
- *know where the supports and dangers are*

3. Discuss each type of preparation and answer questions. Ask the workers who are experienced in making home visits to share strategies that they have found useful for all three types of preparation, especially their strategies for ensuring personal safety when making home visits.

4. Divide participants into three groups. Read the vignette:

   You receive a call from the director of another local preschool who says that Lenore, a four-year-old in their program, has indications of visual impairment. The director explains that she has recommended that the family consider your Head Start program. So far, however, the parents have not pursued the matter. The director also expresses concern that the child's mother, who is quite young, seems to be seriously depressed. The director requests that you make a home visit to explain the program to the family.

5. Assign one type of preparation to each group. Explain that they have 20 minutes to prepare for a home visit with Lenore's parents and answer the following question:

   - What can be done to prepare for the home visit in this way?

6. Instruct each group to select a facilitator and a spokesperson to report to the large group.
7. At the end of 20 minutes, call time and ask each group to give a two-minute report.
8. After the reports are made facilitate a discussion that focuses on the importance of preparation regardless of the purpose of the visit. Use the following material as a guide.

   Each group has suggested some important ways to prepare for this home visit.

   TRAINER'S NOTE: Acknowledge a few of the key points made in each presentation and then continue with any of the following considerations the group has not discussed.

   It is extremely important not to make assumptions about the family before you make a visit. At the same time you need to be prepared by recognizing how your own values and attitudes may affect your contact with the family.

   In a previous session we explored some of our own values and discussed how attitudes can affect the way we work with a family. For example, a negative attitude about mental illness, or depression in particular, could interfere with a successful home visit in the example you discussed. [Allow time for response.]

   And what about cultural bias? What if Lenore is from a two-parent, white family whose income is above the income guidelines? [Pause] *Would you feel differently about the home visit? Would you believe Lenore should become a Head Start child if her family was one-parent and African-American?* [Allow time for response.] *Once you acknowledge your biases you can work to overcome attitudes that may have a negative impact on service delivery.*

   Similarly, if you have a clear understanding of the purpose of the visit, have gathered the necessary information in advance and you are cognitively prepared, the visit is much more likely to go smoothly. And finally, you all need to feel assured of personal safety and being environmentally aware so that you are at ease when you conduct the home visit.

G. HOME VISIT REPORT (15 Minutes)

*1. Prepare and post a newsprint sheet with the title HOME VISIT REPORT.

2. Begin this session using the following information as a guide:

In the session on record keeping we talked about objective recording. After a home visit we need to make an objective record of the following information:

- *purpose of the visit*
- *goal*
- *planned intervention*
- *material needed*
- *actual intervention*
- *response to intervention*
- *referrals made*
- *follow-up activity*
  - *— parent*
  - *— staff*
- *impressions*
- *additional information*

3. Discuss each of these items in relation to the following questions:
   - Why is it important to report this information?
   - Is there a portion of this information that can be recorded before the home visit?

   Record the answers to the question on newsprint.

H. AVOIDING HOME VISITING TRAPS (30 Minutes)

1. Begin this session using the following information as a guide.

You must be aware of those things that can make unreasonable demands on parents' time. You must guard against giving a family an unrealistic perception of what you are able to do, and creating a dependent relationship. These are called traps.

*2. Prepare and post the sheet of newsprint with the title, HOME VISITING TRAPS. Ask participants to think about their experiences in making home visits or a person who has received a home visit and identify some of the traps. Write responses on the newsprint. After all of the responses have been recorded, read the list and add the following if not included:
   - time
   - promising more than you can deliver
   - not being able to say "no"
   - doing more for the family than is necessary

   Ask the experienced workers to make additions to the list.

3. Ask each participant to identify the trap that she he is most concerned about. For each trap you ask the following questions:

- How many of you are concerned about this trap?
- Why do you think workers get caught in this trap when making home visits?

4. Explain that the experienced home visitors will offer some useful tips for avoiding home visitor traps. Ask the experienced workers to share personal experiences and strategies for avoiding traps, especially the ones about which participants are more concerned.

I. CLOSING (15 Minutes)

1. Summarize the topics discussed in the session and ask for volunteers to respond to the statement: I LEARNED. . .
2. Thank the experienced workers for their contributions.
3. Explain the Follow-Up Activity.

   Each year as new people come into the program we face the challenge of handling recruitment and outreach effectively. Wouldn't it be helpful to have a collection of strategies to draw on? Over the course of the next six months, I would like each of you to keep a log of your successful experiences. At the end of the year we will compile a booklet, "Tips for Making Home Visits." Let's share our ideas as we continue to meet over the upcoming months.

   To start with, each of you will make two home visits with a worker who is experienced in making home visits. [Provide specific details.]

4. Announce the time, place and topic of the next training session.
5. Distribute the evaluation form. Allow participants time to complete the form before collecting

SESSION 5: OUTREACH AND RECRUITMENT STRATEGIES

This session provides participants with the opportunity to become familiar with successful strategies the program has used for outreach and recruitment in the past and to identify additional strategies.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Define outreach	A
Define recruitment	A
Understand the importance of outreach and recruitment in the Social Services process	A,B
Identify outreach and recruitment strategies especially ones to be conducted in conjunction with parents	C,D,E

TIME

3 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Conducting Recruitment, Outreach and Enrollment: Outreach and Recruitment Strategies
- Human Bingo
- Parent Allies
- Media Event

ADVANCE PREPARATION

- Invite several experienced Social Services staff members to serve as resource people for the session. Discuss the training with them and identify ways they can enhance the session. In particular ask them to be prepared to discuss outreach and recruitment strategies that have been successful in previous years. Ask one person to prepare a brief summary of the current Outreach and Recruitment Plan to present to the group along with a status report on progress.
- Collect examples of flyers and other public relations materials used for outreach and recruitment in the past.
- Review the handout, "Human Bingo" and make any modifications you think will make the categories better fit your group. If you change the categories, however, be sure to include several unusual or even humorous items. It is important to retain a certain element of surprise and to give participants an opportunity to learn some new things about each other.
- Make copies of pp. 14, 16, 17, of A Guide for Providing Social Services in Head Start for all participants.

- If the program has a specific staff person designated as the public relations program, invite him or her to prepare a description of public relations activities related to outreach and recruitment that have been successful and participate as a resource person for the session, especially during Activity E, "Media Event."
- Prepare or obtain two prizes for the Bingo winners. They could be as simple as cut-out blue and red paper "ribbons" or something like candy bars or cupcakes. A community merchant might be willing to donate a gift certificate or prize item. If so, be sure to tell the group you obtained the prize through a community outreach effort and acknowledge the donor.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

*2. Review the purpose and objectives of the session, referring to the newsprint you have prepared in advance.

3. Distribute the agenda and handouts.

4. Begin by referring participants, to "The Social Services Process" and "Outreach, Recruitment and Enrollment Process" in A Guide for Providing Social Services in Head Start, p. 14 and pp. 16-17 respectively.

5. Begin the session by presenting the following information.

We have spent several sessions building the foundation for outreach and recruitment. This will be the first session in which we focus on the specific strategies you can use when you to into the community to conduct outreach and recruitment activities. Outreach and recruitment follow the same seven step process involved in the delivery of all Social Services:

1. *gather information*
2. *study and assess information*
3. *establish objectives*
4. *develop plan of action*
5. *determine and obtain skills and knowledge*
6. *implement plan*
7. *evaluate progress or accomplishments*

The Guide outlines this overall process and identifies the specific activities related to outreach, recruitment and enrollment. This process is an ongoing one. During this session we are going to concentrate on some of the specific strategies for implementing an Outreach and Recruitment Plan. The next session will address the enrollment process.

As you can see from the chart, outreach and recruitment are very closely tied to the Community Needs Assessment (CNA) we discussed in the session, Understanding the Community. It is, to a large extent, our understanding of the community that will determine the effectiveness of our outreach and recruitment efforts. It is through the CNA that we identify areas in the community where there are children who can most benefit from Head Start.

Chapter five of A Guide for Providing Social Services in Head Start emphasizes the importance of outreach and recruitment. As we have already discussed, these activities often represent the very first contact that many families have with Head Start. In fact,

how families are approached during this important process often determines how they feel about Head Start and how involved they become in the overall program.

*6. Prepare and post newsprint sheets with the definitions of outreach and recruitment:

OUTREACH: "Reaching out to others" in particular, to the community on behalf of Head Start.

RECRUITMENT: Actively seeking out those families in the community who are the most in need of support services and whose children are eligible for enrollment in Head Start.

7. Read the definitions and then continue with the following:

Outreach activities include going into the community and making contacts with individuals, agencies and groups within the community to:

- *publicize the Head Start program*
- *enlist community support for Head Start*
- *make families aware of the recruitment effort*

One critical element in the outreach process is building relationships within the community — relationships that will ultimately bring returns in terms of community support and referrals.

The recruitment process is targeted to families in the geographic areas most in need of Head Start services. Using information from the CNA on the community and families living in the community we develop guidelines to identify those families to be recruited. Social Services staff then contact families through home visits and by telephone. Parents are important allies in the outreach and recruitment process — yet another example of the effective partnership at work. We will be looking at ways to make the most of this alliance. Finally, public relations plays an important part in ensuring the success of the outreach and recruitment process. We will end today's session with an interesting activity on using the media to strengthen our public relations efforts.

TRAINER'S NOTE: If your program has a person designated as the public relations liaison, describe his or her role but stress that public relations is a job that can be shared by all program staff and parents. If the public relation person is attending the session, introduce him or her at this time.

8. Ask the designated staff members to present a summary and progress report on current outreach and recruitment efforts. Be sure to include:

- successful strategies for reaching hard to reach families
- most successful locations for posting information and posters
- creative strategies for building community support
- successful strategies for involving parents

B. HUMAN BINGO (1 Hour)

1. Distribute the "Human Bingo" handout. Explain that this activity is a fun way to introduce some of the key elements of the outreach process.
2. Explain the activity with the following introduction.

   The group will have 20 minutes to talk to everyone in the room and try to find a person who fits each of the descriptions on the handout. When you identify a person who fits the category, write his or her name in the appropriate square and mark off the square. There could possibly be two winners in the group. If one of you completes a line of five before the end of 20 minutes, call "Bingo". The activity will continue, however, for the remainder of the time. At the end of 20 minutes, I will call time. The person who has the most squares completed at that point will also be a winner.

   TRAINER'S NOTE: Ask for and respond to any questions either about the rules or about the categories on the handout.

   NOW — Everybody up. BEGIN!

2. Circulate during the 20 minutes to be sure everyone is involved. If someone calls "BINGO," congratulate him or her and instruct the group to keep on playing the game.
3. At the end of 20 minutes, call time and ask the group to be seated.
4. If someone called "BINGO," ask him or her to name the individuals in the line of five and their categories. Ask each individual to say a word or two about how they met the description. After verifying that each person did match the description, award the first prize.
5. Ask if anyone completed all the squares in the 20 minutes. If not, determine who had the greatest number of completed squares. Ask the winning individual to introduce all the people who met the descriptions. Again ask each individual to say a word or two about how they met the description. Once verified, award the second prize.
6. Lead a discussion based on the following questions:
   - In what way was this game like community outreach?
   - What new information were you able to gather about the group?
   - In particular, which categories represent skills and services? Knowledge and information sources? Resources?
   - Now that you are aware of these categories, what other information might you want to gather from various people?

*7. Prepare and post a sheet of newsprint listing the following headings: 1)SKILLS or SERVICES; 2)KNOWLEDGE or INFORMATION; and 3)RESOURCES.

8. Explain that the group will now have 10 minutes to repeat the process, only this time they will be just gathering information, not competing for a prize. During the 10 minutes, find out what need could be addressed by each person represented on the handout. Could they meet these needs through: 1) skills or services, 2) knowledge or information and/or 3) resources. For example, point out that a bumper crop of eggplants usually means plentiful giveaways (resources). And who might have some tasty eggplant recipes to serve at a program open house (knowledge or information)? Who would be a likely person to ask to volunteer as chef (skills or services)?

9. At the end of 10 minutes, call time and ask for responses from the group. Identify the needs addressed by each description. Close with the following:

I think we were all surprised yet again to discover the resources we have available in the group. And the activity demonstrates that the program can find its resources in unexpected ways. [Comment on some of the most creative suggestions.]

The Community Needs Assessment provides a structured way to develop a profile of the community. It is also important for us to take advantage of our own informal contacts. The 1990s is the era of networking. Who can explain what networking is all about? [Allow time for response.] *Could the activity we just completed be considered networking? We will continue with this concept in the next activity.*

C. FORMAL AND INFORMAL NETWORKS (15 Minutes)

*1. Prepare two sheets of newsprint, one entitled, FORMAL NETWORKS and one entitled, INFORMAL NETWORKS.

2. Explain that formal networks include the linkages we establish with structured agencies and organizations in the community. Post the newsprint labeled FORMAL NETWORKS. Ask participants to name the agencies and organizations in the community that make up the formal network. Record responses. Include such organizations as:

   - community planning board
   - school board
   - civic groups
   - local police precinct
   - Department of Social Services community office and other public agencies
   - charitable organizations
   - local hospitals
   - local housing authority; etc.

3. Ask how these organizations can assist in outreach and recruitment activities. Ask resource staff persons to offer examples.

4. Explain that informal networks include the linkages we establish on a more personal basis with individuals in the community. Post the newsprint labeled INFORMAL NETWORKS. Ask participants to identify the kinds of individuals in the community who make up the informal network. Record responses. Include such individuals as:

   - community leaders who may hold no elected position
   - influential business people
   - parents active in school activities
   - active church members
   - informal special interest and volunteer groups
   - block association and tenants association members, etc.

5. Ask how these individuals can assist in outreach and recruitment activities. Ask resource staff persons to offer examples. Be sure to point out that Head Start parents can help identify the

informal network in the community. Similarly, staff members should be aware of the potential of drawing on their own personal relationships with family and friends in the community.

D. PARENT ALLIES (45 Minutes)

*1. Prepare five sheets of newsprint, each labeled with one of the following headings:

- OUTREACH: CONDUCTING PUBLIC RELATIONS
- OUTREACH: ENLISTING COMMUNITY SUPPORT
- OUTREACH: INFORMING PARENTS
- RECRUITMENT: OBTAINING REFERRALS
- RECRUITMENT: CONTACTING FAMILIES

2. Explain that the next half hour will be devoted to identifying strategies for involving parents as partners in the outreach and recruitment efforts.
3. Distribute the handout, "Parent Allies."
4. Divide participants into five groups. Assign one type of outreach and recruitment activity to each group and hand them the corresponding sheet of newsprint you prepared in advance. Explain that they will have 20 minutes to prepare a newsprint sheet listing ideas for involving parents in the particular activity. Ask them to select a spokesperson to report the recommendations to the group.
5. Ask the experienced staff members to serve as facilitators in the groups, answering questions and clarifying the scope of the particular outreach or recruitment activity, but allowing the group members the opportunity to generate ideas.
6. At the end of 20 minutes, call time and ask group spokespersons to present the recommendations. Ask for and record other ideas from the rest of the group.
7. Ask resource persons to share specific examples of a successful partnership with parents in outreach and recruitment efforts.

E. MEDIA EVENT (45 Minutes)

1. Ask a resource person to describe briefly the public relations activities the program has used to enhance outreach and recruitment. Display any available materials.
2. Introduce the next activity with the following:

Even though there are staff members who have primary responsibility for public relations, we can all play a vital role in proving the scope and effectiveness of public relations. Of course, however, public relations must be coordinated and requires careful planning.

Learning to take advantage of the media is one way to obtain free public relations that can help you in your outreach and recruitment efforts. We are going to use the next half hour to develop some creative ideas for involving both radio and TV stations and the local press in our outreach efforts. First, let's assume that it is late spring and we have organized a big community event and we want to invite representatives from radio and TV stations and reporters from the press to attend.

3. Distribute the handout, "Media Event." Divide the group into two teams. Assign TV/RADIO to Group A and THE PRESS to Group B.

   Your are going to work in two teams. Group A will concentrate on TV and radio coverage. Group B will concentrate on the press. At the end of the 30 minutes you will have time to present your ideas to each other. You can use newsprint to outline your ideas. Each group should name a spokesperson to share the ideas with the group.

4. Ask a resource person to serve as facilitator for each group. Explain, however, that they are to function only as a consultant. The group will generate the ideas.
5. During the 30 minutes, circulate among the groups and offer consultation and answer questions as needed. After 20 minutes tell the groups they have 10 minutes remaining to make sure they have their ideas written on newsprint.
6. At the end of 30 minutes, call time. Ask a spokesperson from each group to present their ideas. Ask for comments and ideas from the other group.
7. Discuss whether the ideas seem feasible (adequate funds would be available to hold the event, for example). If so, ask the group if they would be interested in doing such a project. If they do, ask each group to select spokespersons to present the ideas to the director and report back to the group at a specified time in the future.

F. CLOSING (15 Minutes)

1. Acknowledge the creative work the group has done during the session. Thank the resource people for their cooperation.

*2. Prepare a sheet of newsprint labeled FOLLOW-UP and divide it into three sections labeled: BUILDING NETWORKS, PARTNERSHIP WITH PARENTS and MEDIA EVENT. Ask the group to suggest Follow-Up Activities in each category that they would like to do in the next two weeks. Reach consensus on two or three ideas in each category and arrange a time to meet to discuss the results.

3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 6: THE ENROLLMENT PROCESS

The purpose of this session is to provide participants with the information and skills needed to enroll children and families in the Head Start program.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Learn and understand the steps in the enrollment process	B
Identify strategies for facilitating the enrollment process	C
Practice conducting an enrollment interview	D

TIME

3 Hours

PARTICIPANT MATERIAL

- Agenda - Conducting Outreach, Recruitment and Enrollment: The Enrollment Process
- Sample Program Enrollment Form

Supplemental Materials

- Copies of Program Enrollment Form for all participants
- Copies of Section 5 of the Head Start Administrative Self-Assessment Validation Instrument for all participants

ADVANCE PREPARATION

- Review the agency's enrollment process. Meet with the Director to clarify any aspects of the process that are not clear. Prepare a summary of the agency's policy and procedures.
- Prepare an enrollment form for the sample family in activity on record keeping.
- Obtain a set of blank enrollment forms for each participant.
- Review MODULE I, Session 6 - "Record Keeping."
- Obtain copies of Section 5 of the Administrative SAVI for all participants.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (15 Minutes)

1. Review purpose and objectives of the session, referring to the newsprint you prepared in advance.
2. Welcome the group back to the training and, discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Prepare a newsprint sheet with the title "I CHOOSE TO KEEP. . .
4. Begin this session by asking participants to make a list of 13 electrical appliances they personally use around the house that are important to them. Allow five minutes.
5. At the end of five minutes, call time. Then read the following situation:

   You hear on the news that there is an acute power shortage in your city. A state of emergency has been declared. The city government met in emergency session and passed the Power Preservation Law (PPL) effective immediately. This means that each household will be allocated a specific but very small amount of electricity. To prevent the shortage from becoming more severe, each area of the city will have access to electricity for only three hours a day at a designated time. Each household will also be limited to a maximum of three electrical appliances. To enforce this, the city will install computerized meters that will automatically shut off the electricity of any family that violates the law. In addition to paying a fine, the family will have to wait at least 24 hours before their power is restored.

   Another part the city's plan is to obtain a list of the appliances households are using. You have two minutes to circle which three of the 13 appliances on your list you want to keep.

6. At the end of two minutes, call time. Ask the group to name three appliances. Tally their responses on newsprin..
7. Facilitate a discussion that will encourage trainees to think about:
   - why they chose a particular appliance
   - what was it like to have to make a list and only be able to choose three appliances
8. End this activity with the following material:

   It is often very difficult to choose between many things that we want or need. Very often we are faced with these difficult choices; sometimes we are forced to trade one thing for another that is needed just as much. In this simple activity, did any of you experience frustration at being forced to make the choice? [Allow time for response.] *Did anyone have a different reaction?* [Allow time for response.]

   We are, in fact, in an even more difficult position when we have to choose which children will be accepted into the Head Start program. Sometimes we are frustrated about

rules and regulations. [Pause] *Sometimes we are* [insert another appropriate reaction that was noted] *when we have to tell some families we cannot accept their children in the program.* [Pause] *But other times, when our outreach and recruitment efforts have been successful, we can feel a sense of satisfaction about enrolling the children and families in the community who can <u>most</u> benefit from Head Start services.*

B. BRAINSTORMING (45 Minutes)

*1. Prepare and post one sheet of newsprint labeled 7 STEPS IN THE ENROLLMENT PROCESS. List the steps:

1) GATHER INFORMATION, 2) STUDY AND ASSESS INFORMATION, 3) ESTABLISH OBJECTIVES, 4) DEVELOP PLAN OF ACTION, 5) DETERMINE AND OBTAIN SKILLS AND KNOWLEDGE, 6) IMPLEMENT PLAN, 7) EVALUATE PROGRESS AND ACCOMPLISHMENTS.

*2. Prepare seven sheets of newsprint, each with a heading corresponding to the seven steps in the enrollment process and post in various parts of the room.

*3. Prepare and post a newsprint sheet with the title THE PURPOSE OF ENROLLMENT. Review the rules for brainstorming. Ask the group to think of all the purposes for enrollment they can identify in tree minutes. Explain that you will write their responses on the sheet of newsprint.

4. After the brainstorming is completed, read and discuss the responses and then continue with the following:

Enrollment is very much like the electrical appliance activity. While there are many factors that go into making an enrollment decision and there are many families who need Head Start, the staff very often have to choose the families who need it most. To this end, the primary purpose of enrollment is to provide services to the neediest of the needy families in the Head Start community. Programs must establish criteria for selection of children with applicable laws and guidelines. Examples of enrollment requirements that are designed to increase the chances of identifying and selecting the neediest to participate in the program are:

- *90% of the families must be within the income guidelines stipulated by the U.S. Office of Management and Budget*
- *10% of the children must be children with disabilities*
- *Programs have to maintain a priority waiting list*
- *Children between three and school age are targeted*
- *Foster children have priority enrollment*
- *The four-year old has preference over the three-year*
- *With the approval of the Policy Council, Head Start programs may wish to make a special effort to include otherwise ineligible children suffering from abuse or neglect, as referred by Child Protective Services.*

5. Present the summary of your agency's enrollment policy and procedures you prepared in advance. Then continue with the following material, referring to the newsprint you posted.

   Look at pp. 16 and 17 in your copies of <u>*A Guide For Providing Social Services In Head Start*</u> *states that "enrollment refers to the formal process of taking children into the program." Enrollment is a process because there are seven interlocking steps that must be taken. Each of these steps is designed to ensure that Head Start programs serve those children who are most in need.* [Discuss each of the steps.]

6. Ask participants to divide into seven groups. Give one of the prepared sheet of newsprint to each group. Explain that they will have 20 minutes to develop ideas on how the step can be accomplished. The ideas should be written on the sheet of newsprint. Ask each group to select a spokesperson.

7. Ask the experienced staff who are participating in the session to circulate among the groups and serve as consultants, as needed.

8. At the end of 20 minutes, call time and ask for group reports. At the end of each report, allow time for discussion and questions.

9. Distribute copies of Section 5 of the <u>Head Start Administrative Self-Assessment/Validation Instrument</u> (SAVI) then continue.

   We have shared ideas on how to carry out the Social Services enrollment process. The steps provide the guidance for the specific tasks that need to be done in order to enroll children. The specific tasks that must be done to enroll and maintain enrollment are stated in the <u>*Administrative SAVI.*</u>

*10. Ask participants to divide into small groups. Give a sheet of newsprint with the heading, QUESTIONS, to each group. Explain that the groups have 10 minutes to discuss the requirements listed in the handout and develop a list of questions they have about the process. The questions can focus on anything that is related to the requirement. The questions should be written on the newsprint.

11. At the end of 10 minutes, call time and ask each group to post and read its questions.

12. After all of the questions have been read, ask the experienced staff members who have agreed to serve as resource persons to move and form a circle facing an outer circle formed by the remaining participants. Ask different members of the outer-circle to select a question on the list to ask. The inner-circle people, with the help of the trainer, will then respond to the question. The group continues until all of the questions have been answered.

<u>C. RECORD KEEPING (30 Minutes)</u>

1. Begin this section using the following information as a guide.

   The <u>*Head Start Program Performance Standards*</u> *for Social Services 1304 (c) states: "The plan shall provide for the establishment, maintenance and confidentiality of accurate, up-to-date pertinent family data including enrollment forms, referrals and follow-up reports, report of contacts with other agencies, and reports of contacts with families."*

   Key words in this standard are <u>*accurate*</u>*,* <u>*up-to-date*</u>*,* <u>*pertinent*</u>*.*

   - *How are these factors related to Enrollment and why they are important?* [Allow time for response.]

- *What might happen if an enrollment record were incomplete, not-up-to-date, inaccurate, or lacked pertinent information?* [Allow time for response.]
- *How might inaccurate records negatively affect enrollment decisions?* [Allow time for response.]

3. Review the principles of effective record keeping and addressed in MODULE I, Session 6.
4. Divide participants into small groups. Explain:

   Each group will receive an enrollment form that has been completed by the Family Worker at the SMART Head Start Program. The child has been in the program for three months but has had irregular attendance. Yesterday, the Director received a call from a Child Protective Services worker, who said that all of the records on this child will be subpoenaed for use in a child abuse hearing. The records are incomplete and lack much of the pertinent information. Each group is to:

   - *identify the missing or inaccurate information*
   - *identify the possible consequences of incomplete and inaccurate records*

5. Distribute the "Sample Enrollment Form," you prepared in advance. Tell participants they have 15 minutes to discuss the record. Tell the group to select a spokesperson to report to the group.
6. At the end of 15 minutes, call time and ask for group reports.
7. After reports, present the summary you have prepared about your requirements and procedures. Facilitate a agency's enrollment discussion about the importance of accurate, up-to-date, complete records and the possible consequence for the:
   - child
   - family
   - agency
   - program
   - worker
   - community

D. PRACTICE (1 hour, 15 Minutes)

1. Introduce the practice activity with the following:

   Before you actually have an opportunity to practice the enrollment interview, I want to remind you of the importance of using your effective communication skills. Remember, effective communication is characterized by openness, honesty, warmth, acceptance, and trust. Without these qualities, it can be difficult for you to gather the information needed to make the best possible enrollment decisions.

   You have also learned how to build rapport, check out assumptions, clarify messages and handle problem situations. And you have skills for improving multicultural sensitivity,

ensuring confidentiality and building partnership with parents. How do these skills relate to enrollment? [Allow time for response.]

2. Ask for and respond to any questions or comments. Remind them to use these skills and their interviewing skills as they practice the enrollment interview.
3. Distribute remaining blank enrollment forms and ask participants to form groups of three (triads).
4. Once participants have formed their triads, provide the following instructions.

   Let's create a description of a typical family before we practice the enrollment interview.

   TRAINER'S NOTE: Write family characteristics on newsprint as you identify them. Ask a different person in the group to answer the following questions:

   - What is the family's name?
   - How old is the child the family wants to enroll in the program?
   - Is the child a boy or a girl?
   - What is his or her name?
   - Who are you interviewing, the father or the mother or some other responsible adult?

   We could add a lot of other details about the family, but the practice interviews will be more interesting if you "make up" the other information as you go along. So when you play the part of _____ [fill in the name of the family member being interviewed], *just answer the questions the way you think she* [or he] *might answer them.*

   Each of you will have an opportunity to conduct a part of the Enrollment Interview. Use the blank enrollment form as a guide. You will also play the part of the parent during one segment of the interview. And then you will be an observer during the other segment.

   When you serve as the observer, keep notes on your copy of the enrollment form so you can give feedback to the interviewer regarding.

   - *interviewing skills*
   - *rapport skills*
   - *other interpersonal skills you observe*

   The whole activity will take 45 minutes. Each segment will consist of 10 minutes for interviewing and five minutes for feedback. At the end of each period, change roles, but continue the same interview.

5. After each 10 minute period, indicate that it is time for feedback. At the end of the feedback period, tell them to change roles and continue the interview.
6. At the end of 45 minutes, call time and ask for volunteers to talk about the benefit of this practice time.

7. End this section by explaining the following:

   It is very important to remember in closing that the enrollment process only begins with the enrollment interview. It is completed only when children are enrolled in the program, you have reviewed the entire outreach, recruitment and enrollment process, have identified areas needing improvement and have begun planning for the next year.

E. CLOSING (15 MINUTES)

1. Ask the question:

   - What do you know about enrollment that you didn't know before?"

   Allow time for all participants to respond.

2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

3. Announce the time, place and topic of the next training session.

4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

MODULE III: CONDUCTING FAMILY NEEDS ASSESSMENT

INTRODUCTION

This module provides the conceptual framework for Family Needs Assessment and training on the assessment process. The training sessions contained in the module are designed to provide staff with the skills and knowledge they need to work with parents to assess their family's strengths and needs. The training enables participants to determine how Head Start can best work with the family to maximize and maintain its strengths, while addressing areas of need and/or concern.

The specific sessions included in the module are:

SESSION 1 — IDENTIFYING FAMILY STRENGTHS AND NEEDS (3 1/2 Hours)

SESSION 2 — IDENTIFYING PROBLEMS (2 1/2 Hours)

SESSION 3 — THE ASSESSMENT PROCESS (4 Hours)

SESSION 4 — GOAL PLANNING (2 Hours)

SESSION 5 — EVALUATING GOAL ATTAINMENT (3 Hours)

TIME

This module consists of **15** hours of instruction.

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SESSION 1: IDENTIFYING FAMILY STRENGTHS AND NEEDS

This session provides participants with the opportunity to discuss the strengths and needs of families within the framework of Maslow's "Hierarchy of Needs." An overview of the Family Needs Assessment process (FNA) is also presented.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Review the purpose and objectives of MODULE III	A
Explore ways to identify family needs	B,C
Identify strategies for identifying family strengths	D
Identify methods for building the partnership with parents for the assessment process	E,F

TIME

3 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Family Needs Assessment: Identifying Family Strengths and Needs
- Model Family Needs Assessment: Flow of Tasks
- Things That Are Important To Me
- Hierarchy of Human Needs
- Trainer's Reference: Social Services Activities
- Activity List
- Case Study: The Baker Family
- Poem

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in family assessment and is an experienced trainer. A Social Worker or a therapist from a community mental health clinic a or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Review MODULE I, Session 3 - "Partnership with Parents."
- Review information on Ecological Approach in MODULE II, Session 2.
- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in family assessment and is an experienced trainer. A Social Worker or a therapist from a community mental health clinic or a faculty member

from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce yourself. If the group has new members, ask them to introduce themselves. Introduce your co-trainer.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Provide an overview of MODULE III and specify training schedule for the remaining sessions. Use the following as a guide:

   This module provides the conceptual framework for conducting the Family Needs Assessment as well as training on the assessment process. The training sessions contained in the module are designed to provide staff with the skills and knowledge they need to work with parents to assess their family's strengths and needs. The training enables participants to determine how Head Start can best work with the family to maximize and maintain its strengths, while addressing areas of need and concern.

   The specific sessions included in the module are:

   - *IDENTIFYING FAMILY STRENGTHS AND NEEDS* [today's session]
   - *IDENTIFYING PROBLEMS* [specify date]
   - *THE ASSESSMENT PROCESS* [specify date]
   - *GOAL PLANNING* [specify date]
   - *EVALUATING GOAL ATTAINMENT* [specify date]

•4. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.

5. Distribute the agenda and name tags.
6. Provide an overview of the purpose of conducting the Family Needs Assessment (FNA) in Head Start. Use the following as a guide:

   The purpose of the Family Needs Assessment, or FNA, as described in the Social Services section of the Head Start Program Performance Standards, is to identify the interests, desires, goals, needs and strengths of the family, and to help Head Start staff determine how the program can best work with the family to help it attain self-sufficiency. The FNA process is designed to facilitate the provision of Social Services to Head Start families as outlined in A Guide for Providing Social Services in Head Start.

   The Model Family Needs Assessment Process was developed to provide a tool that Head Start programs throughout the country can use in the family assessment process. The Model Family Needs Assessment Process was designed to help Head Start staff and the family to work as a team in order to identify and obtain appropriate resources and services.

The Model Family Needs Assessment Process User's Manual[1] stresses two key concepts for ensuring success in the assessment process:

- *parent participation — to ensure that the family is engaged in making decisions and taking action.*
- *growth and development — to ensure that parents are encouraged to build on family strengths as they receive support.*

The Model approaches assessment as a process rather than simply a data gathering task. Teamwork between Head Start staff and the family fostered through mutual participation in the assessment process is critical.

TRAINER'S NOTE: Distribute copies of the handout, "Model Family Needs Assessment Process: Flow of Tasks" then continue.

The Model Family Needs Assessment Process involves seven steps:

- *making contact and establishing relationships with the family*
- *completing the Intake/Family Profile*
- *completing the Family Needs Form*
- *identifying family goals*
- *devising a Family Assistance Plan*
- *implementing the Family Assistance Plan*
- *evaluating family goal attainment*

B. UNDERSTANDING NEEDS (1 Hour 30 Minutes)

•1. Write the following definitions on newsprint and post:

A NEED IS A BASIC REQUIREMENTS SUCH AS FOR FOOD, CLOTHING, SHELTER, HEALTH CARE OR EMOTIONAL AND PSYCHOLOGICAL WELL-BEING.

A WANT IS DESIRE THAT IS NOT RELATED TO A BASIC NEED.

2. Distribute the handout, "Things That Are Important To Me". Explain to participants that they have two minutes to quickly list 20 things that are important to them. Explain that you cannot answer any questions about the kind of things that can be listed. There are no right or wrong answers.

3. At the end of two minutes, call time and read the following instructions:

Notice that the word NEEDS is written on the lower left side of your sheet and that WANTS is written on the lower right side. Look at the definitions posted here. [Read the definitions.] *Things that are important to you can either be a want or a need. Who has something listed that really can be categorized as a need according to the definition?* [Allow time for response.]

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1 *Model Family Needs Assessment Process User's Manual.* Head Start Bureau, U.S. Department of Health and Human Services, Washington, D.C. February 1986.

Take a few minutes and look through your list. Put a check beside all the items on your list that really address a need. Enter those items in the space under NEEDS on your handout. [Allow a few minutes for participants to complete the task.]

Now look over the remaining items on your list. Do you think they can be categorized as WANTS? If so, enter the items in the space under wants on your handout. [Allow a few minutes for participants to complete the tasks.]

*4. Make two columns on a sheet of newsprint. Label column 1 WANTS. Label column 2 NEEDS and post.

5. Ask for volunteers to share their lists. As participants share, write as many things as you can in the appropriate column on the newsprint. When this is complete, ask the following question:

   - How did you decide _____ is a need or a want?

6. Explain that if a need is not met, the quality of life can be negatively affected; if a want is not obtained, the person may be disappointed but the quality of life will not be negatively affected. Use the following examples and discuss.

NEED	WANT
Stove	Microwave
Clothes	Designer clothes

7. Lead a discussion that will encourage participants to talk about the differences between wants and needs by asking the following questions:

   - How do you feel when you cannot meet your needs?
   - What do you do when you cannot meet a need?

*8. Draw MASLOW'S HIERARCHY OF NEEDS on newsprint and post. Distribute the handout, "Hierarchy of Human Needs".

9. Continue using the following information as a guide:

Needs are very powerful; needs influence actions, behavior, feelings about self and other and attitudes. Based on what you have said about needs [refer to things that were said during the discussion], *it is important for Social Services staff to be aware of the positive effect a "met" need can have on an individual or family. It is equally important to understand that an "unmet" need can negatively affect the individual and family.*

How many people are familiar with Maslow's hierarchy? [Allow time for response.] *The hierarchy is based on Maslow's theory of motivation. He believed that all needs fall into five categories.* [Read the needs from the newsprint you posted.]

Let's look again for a few moments at the list of needs we created. Where does each of the needs we have listed fall on the hierarchy?

TRAINER'S NOTE: Read and explain the five levels referring to the diagram.

Need

1. Survival — basic needs for food, clothing and shelter
2. Safety — to be free from physical and psychological harm

3. Social — to belong and be accepted

4. Self-esteem — recognition

5. Self-fulfillment — accomplishment.

TRAINER'S NOTE: Refer to the list of needs entered in column 1 on the sheet of newsprint you previously worked from. Go down each item and ask participants to indicate the corresponding level on the hierarchy. Label each one. If one level (or more) is predominant (e.g. Self-Fulfillment) point it out to the group. Then continue.

These needs are listed in the order in which Maslow believed that needs must be met. Maslow referred to needs on the first level as "lower order needs" and needs on the fifth level as "higher needs." [Number each space on the newsprint.] *In meeting needs one has to start with the lowest need [1] and move up to the higher order needs. In fact, Maslow believed that a higher order need cannot become activated until lower order needs have been satisfied.*

Are there any questions about the hierarchy? [Allow time for and respond to questions.]

If a person cannot be relatively sure that his or her basic need for food, clothing and shelter will be met on a consistent basis, there may be little or no motivation to work toward meeting other needs that are important but not as urgent.

*11. Label a sheet of newsprint SOCIAL SERVICES ACTIVITIES. Lead a brainstorming session. Refer to the Trainer's Reference in the Participant Materials for ideas. Record participants' responses on the newsprint. Use the following materials as a guide:

Let's take just three minutes and see how many different Social Services activities we do with families. Will you keep time, _____? [Select a participant.] *I will record all the responses.* [Record responses for three minutes without discussion.] *That is an impressive list. Now let's go down the list and identify which level on the Maslow hierarchy each activity addresses.* [Label each item on the sheet of newsprint].

*12. Prepare five sheets of newsprint, each labeled with one of the five levels on Maslow's Hierarchy (SURVIVAL, SAFETY, SOCIAL, SELF-ESTEEM and SELF-FULFILLMENT). Divide participants into five groups and give one of the newsprint sheets to each group.

13. Distribute the handout, "Activity List." Explain that each of the activities listed on the handout will meet one of the needs on the Maslow Hierarchy.

14. Explain that they have 15 minutes to decide which of the specific activities on the list will meet the level they have been assigned. Encourage them to list additional activities they do with families that relate to the level of need they are considering.

15. At the end of the 15 minutes, call time. Ask each group to read its list. After all of the lists are read, ask if participants in one group want to ask questions or make comments about another group's list.

16. Distribute the handout, "Case Study: The Baker Family." Highlight key points in the case study and ask the group to read it. Then explain:

According to Maslow, the level of need determines what one is motivated to do. Considering this and the definition of need, you will use one list of activities you developed in your five respective groups to answer the following question:

- *Given Ms. Baker's current situation, to what extent will the activities you have listed meet her needs?*

You will have 15 minutes. Select a spokesperson to report to the large group. Your group report should include the reason for your decision.

17. At the end of 15 minutes, call for group reports.
18. After the reports, lead a discussion that focuses on the following questions:
    - Why is Mrs. Baker motivated or not motivated to become involved in each of these activities?
    - What have you learned about identifying the needs of parents and their family?

C. IDENTIFYING NEEDS (20 Minutes)

*1. Prepare a sheet of newsprint with the title: NEEDS ARE IDENTIFIED BY...
2. Begin this segment with the following:

The two activities that you have just completed demonstrate that:

- *there are general categories of needs*
- *there are varying levels of need*
- *needs are powerful motivator*
- *knowing what is needed can lead to an understanding of what the person or family is motivated to do or not do*
- *needs must be viewed in light of the total situation, especially within the context the of family's strengths.*

Life experience, culture, education, values and perception of people can result in a limited definition of individual and family needs. Therefore, it is important for a worker not to rely solely on his or her perception. [Post the newsprint sheet you have prepared.] *Think about all of the ways that both the strengths and needs of Head Start children and families are identified. As you brainstorm, I will write what you say on newsprint.*

3. After the brainstorming is complete, read the list and add the following if not included.
    - classroom staff
    - parent
    - Child Protective Service
    - mental health consultant
    - Health Coordinator
    - observation
    - home visit
    - parent/teacher conference

- Advisory Committee members
- Family Needs Assessment
- enrollment interview
- medical personnel
- parent meeting

4. Ask for and respond to any questions or comments.
5. Ask an experienced staff person to talk about the program's procedure for communicating information regarding needs with other staff and with representatives from a community resource.
6. Continue with the following:

   We can utilize each of these sources of information to learn as much as possible about family needs. The area of expertise of the various people you identified as resources will, to some extent, affect the perspective from which they view a family's strengths and needs.

7. Explain that there are two types of needs that a worker must identify. Post and read the definitions. Continue with the following:

   You must focus on both the expressed and implied needs as you begin to identify family's needs. A need may not be directly expressed but rather only implied for a number of reasons. The reasons an individual does not directly express a need may include:

   - *lack of knowledge*
   - *sense of helplessness, hopelessness, or pride*
   - *lack of trust in the system*
   - *fear that needs will not be met if asked for directly.*

8. Distribute and allow participants a few minutes to review the handout, "Case study: The Baker Family."

•9. Write the following definitions on newsprint:

   - EXPRESSED NEED: one that is stated by the person with the need

     EXAMPLE: Ms. Baker says, "I do not have enough food."

   - IMPLIED NEED: one that is stated indirectly or that is determined based on other information

     EXAMPLE: Mrs. Baker needs nutrition counseling because she is "extremely overweight and diabetic."

10. Prepare and post a sheet of newsprint with two columns. Label Column 1: EXPRESSED NEEDS and Column 2: IMPLIED NEEDS.
11. Ask participants to identify the needs that Mrs. Baker expressed. As they identify them, record on newsprint.
12. When this list is complete, do the same thing for implied needs.
13. When this list is complete, lead a discussion on the difference between expressed and implied needs. Encourage the group to identify ways to determine implied needs. These could include:

- making observations of the family and then discussing the observations with their supervisor or co-worker to identify implied needs
- using the Maslow hierarchy and asking what needs are apparent at each level based on observations or discussions with the family

D. FAMILY STRENGTHS (30 Minutes)

1. Begin this section using the following material as a guide:

There are two basic ways we could view a family: from a perspective of deficit or internal strengths. But, if we view the family from a deficit perspective the focus will be on what is "wrong" with the family. With this perspective we might not actively involve the family in the process of identifying its needs and planning ways to resolve its problems. If instead we view the family from a perspective of internal strengths, the focus will be on the family's ability to draw on resources despite the problems. When we see the family as capable, we can then work with the family to identify its needs, to understand its problems and to utilize both the internal and external resources that are available.

Your perspective is directly related to your expectations. Workers who focus on deficits also have very low expectations of families and can create dependency, provide inappropriate service and/or foster feeling of anger and resistance. When we focus on the family's strength, we are not ignoring the reality of the family's problems. Instead, we understand that all families, regardless of the level of functioning, have strengths which must be acknowledged if meaningful change is to occur. This approach also helps families to realize that they are not just recipients of services, but active participants in the helping relationship.

When we identify and recognize families strengths we can help them capitalize on their strengths to address needs. A simple example can illustrate this process. Let's say you have been asked to talk to a family because their child does not yet have the required immunizations. You know the parents are concerned about the well-being of their son. For example, they attended a session on how to talk to children about personal safety. You can acknowledge this concern, talk about the evidence you have observed, and then say something like, "Another way to ensure you son's safety is to be sure his immunizations are up to date."

*2. Write the following definition on a sheet of newsprint: STRENGTH IS THE CAPACITY TO CONTINUE IN SPITE OF CIRCUMSTANCES. Prepare a sheet of newsprint with the statement STRENGTH IS. . . Ask participants what comes to mind when they hear the statement STRENGTH IS. . . Explain that you will record their responses on newsprint. When the brainstorming is complete, read the list and post the definition.

3. Ask participants if the definition is acceptable. Make modify to the definition as necessary. Lead a discussion that encourages participants to focus on the word Capacity by asking the

following questions:

- What is capacity as it relates to family needs and strengths?
- How can a family's capacity be determined?

4. After the discussion, divide participants into small groups and ask them to take a few minutes to review the handout, "Case study: The Baker Family."

*5. Prepare a newsprint sheet with the title: BAKER FAMILY STRENGTHS.

6. Continue with the following.

Head Start is seeing more and more families today that are termed "multi-problem" families. The Baker Family can easily be categorized as a multi-problem family. Because of this, we might be tempted to look at this family from a deficit perspective. We must, however, be able to look beyond a family's problems and operate from the premise that all families have strengths. Each group will have 15 minutes to identify this family's strengths. Select a spokesperson to report to the large group.

7. At the end of the time, call for group reports. As the strengths are named, list them on the sheet of newsprint.

8. When all of the reports have been given, read back the list. Using items on the list, lead a discussion which encourages participants to think about the following questions:

- What makes _____ a strength?
- How do you think Mrs. Baker managed to maintain the capacity to _____?
- How will the recognition of Mrs. Baker's strengths alter the way you will work with the family to respond to their needs?

E. STRENGTHENING THE PARTNERSHIP: PARENT PARTICIPATION (30 Minutes)

*1. Post eight blank sheets of newsprint in eight separate areas of the room. Number the sheets from one to eight.

*2. Prepare a sheet of newsprint with the following information:

INGREDIENTS FOR A SUCCESSFUL PARTNERSHIP

- clear and complete information
- mutual respect
- open channels of communication
- direct attention to concerns
- cultural sensitivity
- trust
- recognition of opinions and judgement
- realistic expectations

3. Begin with the following:

The Head Start Program Performance Standards emphasize that a significant element of the program is the partnership with parents. The importance of this partnership in every interaction with parents, including the identification of needs is worth emphasizing again. In Session 3 of MODULE I, the "Ingredients for A Successful Partnership" were discussed. You will recall from our previous discussion that an active partnership provides support to families who need assistance in taking responsibility for their own lives.

4. Read the list of ingredients, give a brief explanation of each and respond to any questions.
5. Divide participants into eight groups. [If other ingredients have been added you can have more groups or select 8 from the list.] Assign one ingredient to each group.
6. Explain that each group is to decide how to apply the ingredient they have been assigned in order to begin building a successful partnership with Mrs. Baker.
7. Explain that each group will have 20 minutes to list on newsprint methods they would use with Mrs. Baker to build the partnership. Ask them to select a spokesperson to report to the large group.
8. At the end of 20 minutes, call for reports. Allow time for questions and comments after each report.

F. CLOSING (10 Minutes)

1. Ask participants to form an inner and outer circle. Ask the people in the inner circle to turn their chairs so they are facing the people in the outer circle.
2. Continue with the following:

We are coming to the end of this session in which we have talked about identifying needs, honoring strengths and working in partnership with families. Think about the families with whom you work. Think about your feelings, attitudes and perceptions of the needs and strengths of these families. Each person will have two minutes to talk about the following:

- *something new from this session that I now think, feel, or believe*
- *something that I will do differently*

The people on the inner circle will talk for the first two minutes. When I call time, the people in the inner circle will move one seat to the left and the people in the outer circle will talk. This process will continue until everyone has had an opportunity to talk and the group has come full circle.

3. At the end of the activity ask for comments and then continue. Distribute the handout, "Poem" and then continue.

While you do not have to be friends with parents and families, you certainly do want to be friendly. With that in mind, I would like to share a poem with you. I think this poem describes the kind of relationship most families want and need to have with Head Start staff. It also speaks to the kind of help that families need.

POEM

Don't walk in front of me

I may not follow.

Don't walk behind me

I may not lead.

Just walk beside me

be my friend.

[Ask for and allow time for reactions to the poem.]

Partners tend to walk side by side with the understanding that each has a specific role in the partnership. In an effort to establish, strengthen and maintain the partnership with parents, Head Start staff need to be willing to accept, understand and respect the roles parents and families play in identifying their own needs and strengths.

5. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
6. Announce time and topic for the next training session.
7. Distribute the evaluation form. Ask participants to complete and return it before leaving.

SESSION 2: IDENTIFYING PROBLEMS

This session provides participants with an opportunity to discuss and learn methods for identifying problems and then establishing priorities for responding to family needs.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Define a problem statement	B
Identify family needs related to a problem	C,E
Establish priorities for responding to family needs	D

TIME

2 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Family Needs Assessment: Identifying Problems
- What Is The Problem?
- Trainer's Reference: The Distance Between
- Closing the Distance
- Community Problems
- Case Study: The Baker Family (from Session 1)
- Things To Do

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in conducting family assessment. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. If possible, use the same individual who served as co-trainer in Session 1. Meet with the co-trainer prior to the session to divide training responsibilities. Your understanding of the families in the program is essential, so collaboration with the co-trainer is particularly important in this session.
- Review MODULE II, Session 2 - "Who Are Our Families."
- Prepare copies of the handout, "Case Study: The Baker Family", from Participant Materials, MODULE III, Session 1.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (5 Minutes)

1. Introduce yourself and your co-trainer.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute the agenda and name tags.

B. WHAT IS THE PROBLEM? (45 Minutes)

*1. Prepare a sheet of newsprint with the title THE PROBLEM IS:
2. Begin this session by asking participants to form triads. Distribute the handout, "What Is The Problem?" After the groups are formed, read the situation and the instructions.

Your are a member of the Social Services staff at ABC Head Start. You have planned five parent meetings on "Meeting Your Family's Needs." You have advertised the meetings in a variety of ways but attendance has been extremely low. You planned the meetings because the topic received a high percentage of responses in response in the Parent Survey. You have talked with parents and other staff to determine the problem. You have been given the following explanations:

- *Parents are not interested in the topic*
- *The meetings are at the same time as the soap operas*
- *The meetings are on the wrong day*
- *Parents do not feel comfortable coming to the center for meetings*
- *Parents think they will not benefit from the information*
- *That's just the way things are*
- *You haven't provided food and door prizes*

Your director is concerned that the majority of the parents are not attending these meetings and has given you until Friday to determine THE reason for the lack of attendance.

REMINDER: Identify only one problem.

You have 10 minutes. Select a spokesperson to report to the large group.

3. At the end of the time, call for group reports.
4. After reports read THE problems. Point out how many are alike and how many are different. Ask participants the following question.
   - What criteria did you use to decide which one was THE problem?

5. Continue with the following:

Your instructions were to identify the problem in this situation. We have ___ groups and ___ [Fill in the numbers] *interpretations of what THE problem is. As your problems statements indicated, in most situations it is difficult, if not impossible, to figure out THE problem. If you had been asked to identify A problem, the results of this activity might have been different. THE implies that there is no more than one problem. Very often we have difficulty identifying and approaching problems effectively because we are looking for THE problem. In the session, "Who Are Our Families?," we discussed the ecological approach to understanding and working with families. When attempting to identify problems, we must be willing to look at the individual, family and the environment. This kind of exploration will lead to the identification of a variety of problems. Problem identification is part of a process. This process is the focus of this session.*

*6. Prepare and post another sheet of newsprint with the title: A PROBLEM IS. . . Continue with the following:

Problem identification is very much dependent upon knowing what a problem is. When you hear the statement, "A PROBLEM IS. . . ", what comes to mind? [As participants comment, write their response on newsprint.]

7. When all the comments have been made, read the list.

*8. Write the definition of problem on newsprint: A PROBLEM IS A BARRIER THAT SEPARATES A PERSON FROM A NEEDED OR DESIRED GOAL. Post and read the definition. Ask if the definition is acceptable and respond to any questions or comments. Make any modifications as necessary.

*9. Prepare and post a sheet of newsprint with the diagram from the trainer's reference, "The Distance Between". Continue the following:

There are three essential elements that must be considered when attempting to identify a problem.

PERSON	—	*what resources the person has or does not have determine the current situation*
BARRIER:	—	*anything that interferes with the person's ability or desire to alter the current situation*
NEED OR DESIRED GOAL	—	*whatever will alter the current situation in such a way that the person's need and desires are met*

10. Divide participants into three small groups. Distribute the handout, "Closing The Distance."

11. Read each situation on the handout and assign one situation to each group. Provide the following explanation:

The handout has three columns each of which is labeled with one of the elements of a problem. The first column lists three typical situations. Consider the situation assigned to your group, the need or desired goal, and then identify and list possible barriers.

For example, let's consider a family who has been evicted from their apartment. Their immediate need is for housing. What barriers might exist? [Allow time for response and then continue with the following.]

So, barriers could include:

- *lack of low-cost, affordable housing in the community*
- *evicted from last apartment because of non-payment of rent; therefore barrier could be money management*
- *or perhaps the problem is even more severe and the family was evicted because of repeated incidents with the police related to drug use in the apartment; in this case one barrier would be drug abuse.*

Spend 15 minutes discussing the situation your group was assigned. Select a recorder to listed the barriers and present a brief report to the whole group.

13. Circulate among the groups and serve as a consultant as necessary. At the end of fifteen minutes, call time.

*14. Prepare and post three sheets of newsprint labeled respectively, SITUATION 1, SITUATION 2, and SITUATION 3. Ask each reporter to read the situation his or her group discussed, specify the corresponding need or goal, and then identify the potential barriers. List the barriers on newsprint. Examples of barriers for each might include:

#1: no money or poor money management

#2: lack of skills and lack of education, or high unemployment in the community

#3: lack of child care or transportation to classes lack of confidence and fear of failing the course; classes only taught in English; parent does not speak English.

15. Continue with the following:

There are two types of barriers: internal and external.

- ***Internal barriers** are those that are the result of the attitude, values, behavior, perception of the person.*
- ***External barriers** are those that are a result of environmental factors such as unemployment rate, sexism and racism.*

There is obvious overlap between the internal and external. However, since the ultimate goal of problem identification is problem resolution, it is important to understand the difference. Typically, internal barriers are within the individuals control which external barriers are not.

*17. Remind participants of the housing example. Ask which barriers are internal, and which are external. Record on newsprint under the headings, INTERNAL and EXTERNAL. For example:

INTERNAL:	EXTERNAL:
• Poor money management	• inadequate low-income housing in the community
• Drug abuse	

18. Ask participants to return briefly to their small groups and spend five minutes deciding which of the barriers they identified are internal and which are external.

19. Continue with the following:

The barriers, whether internal or external, are what is preventing the person from reaching what is needed or desired. The internal barriers need to be the focus of attention. You need to work with the person or family so they can identify the barriers that are within their control and make decisions about how to overcome them. The diagram and handout we looked at a moment ago shows that a person cannot reach the need or desired goal unless the barrier is recognized and responded to in some way. If the barrier is not recognized and the person is trying to reach the goal, several things can occur.

- *failed attempts*
- *sense of hopelessness and helplessness*
- *anger and blaming*
- *self-blame*

Recognizing the barrier does not mean that the person will be able to remove it. It does mean that she or he can have a different and possibly more accurate perception of the problem. Identifying the barrier also helps individuals, families and workers with the following decisions:

- *What the individual family is directly responsible for (internal)*
- *What is a result of environmental forces (external)*
- *What can or cannot be done*

Using the housing example we talked about before, the parent can remove the barrier of poor money management with help from Head Start staff and other community resources. They cannot, however, remove the external barrier. Inadequate low-income housing probably affects a large number of families in the community. Helping the individual family understand this increases the chance of being able to motivate them to do what they can internally to combat the external realities. Saying that parents cannot remove the external barriers does not mean that parent and staff should not have this as a goal. It means that getting external barriers removed is long-term and requires the involvement of the individual, the community and the government. Head Start can also play an important role in responding to external barriers by forging strong linkages with community resources and serving as advocates for families. [Respond to any questions or comments.]

C. TYPES OF NEEDS (30 Minutes)

1. Present the following information:

Problem identification is so important because individuals and families face a wide range of internal and external problems. [Refer participants to p. 54 of the Head Start Program Performance Standards.]

Head Start Program Performance Standard 9(a) and 9(b) 1, 2, 3 and 4 explains why it is essential for Social Services staff to identify individual and family needs. [Discuss each of the standards and respond to any questions or comments.]

Knowing that individuals are having problems is not enough. We must also know the kind of problems people are having in various areas of their life.

If families are having housing problems, why is it important for the worker to know the type of housing problems?

TRAINER'S NOTE: Encourage a discussion that will encourage participants to thinks about resources, referrals, community networking and parent training. Continue with the following **OPTIONAL** question if at least some participants are from rural areas.

How many of your programs are in a rural area? [Ask them to form a group.] *How many of your program are in a metropolitan area?* [Have them form a group.] *How many are from a mixed area?* [Have them form a group.]

TRAINER'S NOTE: Continue the session with the following.

There are authors who believe that the problems facing families today are more complex and overwhelming then those facing families ten to twenty years ago. We frequently hear families today described as "multi-problem" families. The reasons given for this varies with the authors. However, there is agreement on one point: rapid changes in society's values and ways of doing things are factors.

TRAINER'S NOTE: Distribute the handout, "Community Problems."

Think about the communities you work in and the families with whom you work. Each group is to list the kind of problems the families in your community are facing. There are categories and a column for "Other" if there is something that does not fit into any of the categories. You know families are having housing problems. This, however, is not enough. You need to know what type. You will have 20 minutes. Select a spokesperson to report to the large group.

*2. Prepare a sheet of newsprint for each of the headings listed on the handout and post the sheets around the room.

3. At the end of 20 minutes, call for reports. As the problems are given, list them on the newsprint sheet you have prepared. Have a group report on one problem area. Ask other groups if they have any other points to add. Repeat the process rotating among groups until all areas are discussed. **OPTIONAL:** If your groups focused on rural communities be sure to differentiate between the problems identified in urban versus rural settings.

4. Again refer to the Head Start Performance Standards and facilitate a discussion that focuses on the following questions:
   - Why does this type of problem exist?
   - What is being done about the problem?
   - What impact do these problems have on Head Start families?
   - How is Head Start involved in the attempts to address the problems?
   - What can be done to bring attention to the problem?

D. SETTING PRIORITIES (45 Minutes)

1. Distribute the handout. "Things to Do." Read the situation and ask participants to list their responses in the order in which following they would do the things on the list.

   You have company coming in 15 minutes. You have the following 10 things to do before they arrive.

   1. *Make three telephone calls to friends.*
   2. *Get ice from the freezer.*
   3. *Take out the garbage.*
   4. *Find a game you want to play with your company.*
   5. *Straighten up a room that company may not go in.*
   6. *Water your plants.*
   7. *Select some music.*
   8. *Sit and rest for five minutes.*
   9. *Wash the dishes.*
   10. *Find a letter you need for an appointment tomorrow in case you are too tired when your company leaves at 3:00 a.m.*

   You have ten minutes to make your list.

2. At the end of 10 minutes, call time and ask for volunteers to read their lists. When several people have shared, lead a discussion using the following questions to guide the discussion.
   - Why was it necessary for you to decide what to do first?
   - How did you decide the order of importance?
   - How did your decision to do one thing before the other affect other things on your list?
3. Encourage participants to talk about how values, attitudes, perceptions and needs will determine the order in which we do things. Example:
   - If finding the letter for tomorrow's appointment is #1, this expresses a different value than if cleaning the room were #1.
4. End the discussion by saying that in most instances it is not a question of what is right or wrong. It is a decision that is based on what needs to be done as opposed to what the person wants to do.

5. Summarize with the following:

   The task they completed was to prioritize a list of things that were important. You must do the same thing with families once family problems have been identified. Just as with the "Things To Do" activity, when families have multiple problems, they cannot address all of them at the same time. It is your responsibility to work with the family to help <u>THEM</u> decide how to prioritize. Prioritizing requires a decision that will determine which problems are:

   - *urgent and is causing or will lead to a crisis*
   - *emergencies*
   - *need attention but can wait*
   - *need attention but are not affecting the quality of life in a significant manner*

   Prioritizing answers the following question

   Given the current situation what needs to be addressed first?

6. Divide participants into small groups. Distribute the handout, "Case Study: The Baker Family". Remind participants that they discussed this family in the previous session. Explain that each group is to make a list of the family's needs and prioritize the needs. The needs should be written on the sheet of newsprint that is posted. Each group should select a spokesperson.

*7. Prepare and post a sheet of newsprint with the title: BAKER FAMILY PRIORITY NEEDS.

8. At the end of 20 minutes, call for reports from groups.

9. When the reports are complete, facilitate a discussion that will encourage participants to think about the priority and the factors that influence their decision. Ask participants the following question.

   - If you have worked with a "Baker Family" in your community, how do you think they would prioritize their problems?

<u>E. CLOSING (15 Minutes)</u>

1. Begin by stating that the approach to problem definition discussed today often brings a new perspective on a situation. Ask participants to turn to the person beside him her and discuss the following two questions.

   - What new perspective do you have on an issue in your personal life?
   - What new perspective do you have on the problems facing one of the families you work with?

2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

3. Announce the time, place and topic of the next training session.

4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 3: THE ASSESSMENT PROCESS

This session provides an opportunity for participants to understand and practice the Family Needs Assessment process (FNA).

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Review skills and characteristics which contribute to the assessment process	B
Increase their understanding of assessment as a process	A,D,F
Identify ways to work with parents as partners in the assessment process	C
Practice conducting a needs assessment	E

TIME

3 Hours

PARTICIPANT MATERIALS

- Agenda - Family Needs Assessment: The Assessment Process
- Getting Started
- Excerpt from Sula by Toni Morrison
- Case Study: The Barbour Family

Supplemental Materials

- Model Family Needs Assessment Process User's Manual
- Model Family Needs Assessment Instrument

ADVANCE PREPARATION

- Contact an experienced Social Worker or faculty member from a school of Social Work or local agency or a therapist from a community mental health clinic with expertise both as a trainer and in conducting Family Needs Assessment interviews. Be sure he or she is familiar with the Head Start FNA process. If possible use the individual who served as co-trainer in Sessions 1 and 2. Meet with the co-trainer prior to the session to divide training responsibilities.
- Review the Model Family Needs Assessment Process User's Manual and the Head Start Model Family Needs Assessment Instrument. Review your program's assessment process and select the interview guide that you will present to the group;
- Invite experienced staff members who are familiar with the model instrument to participate in the session.

- Obtain copies for all participants of Model Family Needs Assessment Instrument and User's Manual(or another instrument you have selected).
- Ask a co-worker to help you record the excerpt from Sula by Toni Morrison. (See Participant Materials.) You might want to add quiet background music you which think is appropriate.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (5 Minutes)

1. Introduce and yourself and your co-trainer.
2. Welcome the group back to the training and, discuss the experiences they had doing the Follow-Up Activities related to the last session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared.
4. Distribute the agenda and name tags.

B. GETTING STARTED (40 Minutes)

*1. Place a sheet of newsprint in five areas of the room. Prepare a sheet of newsprint with the title, GETTING STARTED and post.
2. Divide participants into five small groups and distribute the handout, "Getting Started." Continue with the following.

You have been asked by your supervisor to prepare a list of the characteristics of an interpersonal relationship. This list is going to be used to train new staff. In column 1, list as many characteristics as you can think of. In column 2, list the reason these characteristics are important. Record the information listed in column 1 on the newsprint. You have 20 minutes. Each group is to select a spokesperson to report to the large group.

3. At the end of the time, call for reports.
4. After the reports, identify those characteristics that the groups mentioned most frequently. And ask the groups to explain why a particular characteristic is important. [For example, "Group 1 would you explain why _____ is an important characteristic?"] If the following characteristics are not listed, include them in the discussion:

- warmth
- positive regard
- awareness
- sensitivity
- self-knowledge
- sincerity
- acceptance
- trust
- honesty
- genuineness
- openness
- commitment to understanding

*5. Write the following definition on newsprint and post: THE ASSESSMENT PROCESS IS A SERIES OF PLANNED STEPS WHICH ARE DESIGNED TO GATHER ACCURATE INFORMATION. Explain that this session focuses on the assessment process. Read and ask the definition and ask if it is acceptable. Make modifications as appropriate and continue with the following:

The interpersonal characteristics you have identified are extremely important to this process. Without these characteristics, it will be impossible to conduct an assessment. There are specific skills that are needed in order to demonstrate these characteristics and support and protect the interpersonal relationship.

Today's session provides an opportunity to practice many of the skills covered in previous sessions. Ask who attended the sessions on multicultural awareness, communicating effectively, ensuring confidentiality and interviewing. [Allow time for response.]

The skills that were discussed and practiced during these sessions are the skills needed to support and protect the interpersonal relationship and conduct the assessment. We are going to review portions of each of these sessions.

CULTURAL AWARENESS:

What are the personal characteristics of a worker who is culturally aware? [Allow time for response.]

A worker with these interpersonal characteristics will be able develop the self-understanding and acceptance needed to accurately assess the family's needs.

How will the assessment process be affected if the worker is not culturally aware and sensitive? [Allow time for response.]

COMMUNICATING EFFECTIVELY:

Communication is the key to an accurate assessment. Without effective communication, the interpersonal relationship can be damaged beyond repair during the assessment process. Again let's review the personal characteristics of the effective communicator. [Allow time for response.]

CONFIDENTIALITY:

Remember, confidentiality is referred to as the "entrusted secret." This means that if a worker is trusted with information, she or he will not reveal it unnecessarily. Establishing and maintaining an interpersonal relationship is impossible without the assurance of confidentiality. Who can recall some of the guidelines we discussed for maintaining confidentiality. [Allow time for response] *How could you address the question of confidentiality at the beginning of the assessment process?* [Allow time for response.]

INTERVIEWING:

Interviewing is a basic Social Work skill that is used at some level in almost all interactions with parents. It is through the interviewing skills that you demonstrate your cultural sensitivity and demonstrates your communication skills.

Therefore, I want to stress the link between multicultural awareness and sensitivity, effective communication, confidentiality and interviewing and successful family assessment.

RECORDING INFORMATION:

Finally, the Family Needs Assessment process requires careful record keeping. How many people attended the session on record keeping? [Allow time for response.] *During*

that session, what reasons and techniques for keeping accurate and adequate records were discussed? [Allow time for response.] *Because record keeping is such an important part of assessment process, we are going to review some of the information from that session. What might happen to (or not happen for) the family if records are not accurate and adequate?* [Allow time for response.]

An important part of the assessment process is accurate recording of the information. If the information is not recorded, the assessment can not be accurate and the value of the assessment is greatly diminished.

The Head Start Program Performance Standards for Social Services require that records on families be accurate and adequate. To do this we must be able to record information in such a way that it can be used to assist the family in its efforts to improve the quality of life.

*7. Prepare and post a sheet of newsprint with the title, CHARACTERISTICS OF ACCURATE AND ADEQUATE RECORDS and ask participants to list characteristics of accurate and adequate records. Write their responses on newsprint. When the brainstorming is complete, go over the list and add the following to the list if not already included:

- legible;
- detailed enough to give an accurate picture but not so detailed that the needs are blurred;
- objective; and
- appropriate language.

8. Continue with the following:

Who remembers the activity on forming first impressions we did in the record keeping session? [Ask participant to describe.]

Accurate assessment means that, when necessary, the worker needs to get beyond his or her first impression. There are a variety of factors that can color first impressions.

- *belief and value system*
- *ethnicity*
- *age*
- *geographic location*
- *education and/or experience*
- *fear*
- *preconceived notions*
- *lifestyle*
- *self-awareness regarding personal bias*

9. Ask participants for examples of how these factors influence their first impressions. Ask how they could have an impact on the assessment process.

C. PARENTS AS PARTNERS (45 Minutes)

*1. Prepare four newsprint sheets with the following titles: STAFF GIVES, STAFF NEED, PARENT GIVES, PARENT (FAMILY) NEED and post in four different areas of the room. Begin this session by saying:

The Head Start program is based on the premise that parents are partners with the staff. It is this partnership that will ultimately make a difference in our relationships with the parents. The assessment process is a partnership activity. The completion and success of the process is dependent upon staff's ability and willingness to honor the partnership.

In order to maintain a partnership, each partner must know what he or she is expected to give and receive from the relationship.

2. Divide participants into four groups. Continue with the following instructions.

Think about the definition of the assessment process. Considering that parents and staff are partners in this process, each group will have 15 minutes to answer one of the four questions:

- *What does staff have to give to the process?*
- *What does staff need from the process?*
- *What do parents have to give to the process?*
- *What do parents need from the process?*

Record your responses on newsprint and select a spokesperson to report to the large group.

3. At the end of 15 minutes, call for group reports.
4. Allow time for discussion after each report. Discuss the information from Session 3, MODULE I, and respond to any questions.
5. Introduce the recording with the following information.

As you prepare to go through the needs assessment process, it is important to be able to actively listen and hear what the other person needs. How many of you are familiar with Toni Morrison? She is a black author who writes about the beauty and pain of family members struggling to get their needs met. I am going to play an excerpt from one of Toni Morrison's novels. The name of the novel is Sula. There are two characters who are talking. The conversation begins with Hannah, the daughter. Keep in mind that this interaction is occurring in the late 19th century in the South. This is significant because time and location are strong correlates of need.

TRAINER'S NOTE: After playing the tape, you may want to ask if participants need to hear the tape a second time.

*6. After the tape is played, allow a few moments of silence. Distribute the handout, "Excerpt from Sula." Prepare and post a sheet of newsprint with the following headings HANNAH'S NEEDS and EVA'S NEEDS on each side. Ask the following questions:

- How would you describe the interaction between Hannah and Eva?

- What did Hannah need from her Mother?
- What did Eva need from her daughter?

7. Record participants' responses on the newsprint. Summarize with the following.

   Needs cannot be adequately met:

   - *without an understanding of the person's perception.*
   - *without getting beyond that first impression.*
   - *without an understanding of the factors that impact on what a person needs:*
     - *— time in history*
     - *— place*
     - *— age*
     - *— exposure and experience*
     - *— education*
     - *— values*
     - *— perception of the role of self and others*
     - *— financial resources*
     - *— place in society*
     - *— feelings*

8. The partnership with parents can only be effective if we respect and understand their priorities.
9. Close this activity with the following question:
   - What have you learned from Hannah and Eva?

D. MODEL FAMILY NEEDS ASSESSMENT (45 minutes)

*1. Make a large model of Exhibit 1, p. 4 of the Model Family Needs Assessment User's Manual, on newsprint and post. Make labels for each person in the role play.
2. Introduce the Model Family Needs Assessment (FNA). Ask workers who are experienced with the Model Family Needs Assessment Process (MFNA) to talk about their experience with and feelings regarding the MFNA Process?
   - How many of you are currently using it?
3. Continue with the following:

   We have discussed the skills and characteristics needed for the assessment process. Now you will have an opportunity to learn about the process itself. Head Start Program Performance Standards 1340.4-2(9) calls for the:

   > *"identification of the social services needs of Head Start families and working with other community agencies to develop programs to meet those needs."*

   To comply with this standard, programs are required to complete a Needs Assessment with the family of each child enrolled in the program.

- Why are programs required to assess?

As the participants respond, record on the newsprint. When the brainstorming is complete, read the list and add the following if not included.

- identify individual and family interest and goals
- define strengths and problems
- plan intervention strategies

5. Discuss the reasons and respond to any questions.
6. Distribute the copies of the Model Family Needs Assessment User's Manual and Instrument. Continue with the following:

   In an effort to support programs in their efforts to conduct an assessment with every family, the National Head Start Bureau supported the development of the Model Family Needs Assessment Process. [Allow time for participants to look over the handouts.]

*7. Prepare post, a sheet of newsprint labeled THINGS TO KNOW and continue with the following.

   Before we move on, there are some things you need to know about the needs assessment.

   - *All programs are required to complete and document a Needs Assessment on the family of every child enrolled in Head Start.*
   - *Using The Model Family Needs Assessment is not required.*
   - *All Family Needs Assessments must be completed within 90 days of enrollment.*

   Each of these points serve as the rules that governs the family needs assessment process. Should anything be added to the list?

8. Discuss each of the points. Emphasize the first and second points. Explain the MFNA can be used or programs can develop their own instrument. Continue with the following.

   The primary purpose of the MFNA is to ensure that every family goes through the same process. As you remember from our first session on conducting the FNA, the process has seven interdependent tasks that build on and support the others. Working in small groups, you will prepare for conduct a needs assessment.

9. Refer participants to the MFNA Instrument and explain that there are six forms to be completed. Ask them to take a few minutes to look over the forms. Respond to any questions.
10. Divide participants into six groups. To take advantage of the knowledge and expertise of those participants who are currently using the MFNA, ask them to distribute themselves so that they are in groups with those who are less experienced. Continue with the following:

    There are seven tasks in the process but we have already talked about the first one, establishing relationships with the family. Each group will be responsible for reading the description of one of the remaining six tasks and explaining it to the larger group. Groups should be able to respond to the following questions:

    - *What is the purpose of the task?*

- *What is the most effective way to gather the information?*
- *What else do people need to know about this task?*

The other groups will be working on a different task and may not be familiar with your task. Therefore your description needs to be thorough. You may use examples or any other techniques that will assist you in "training" the other groups.

I will be moving from group to group to give assistance as needed. You will have 25 minutes to prepare your presentation. Select a spokesperson to present to the large group.

11. At the end of the time, call for reports. Stop at the end of each report and allow time for questions and comments. During each report, listen for the following information. If not reported, include:

INTAKE/FAMILY PROFILE

- Some information can be obtained from other sources to avoid asking the same questions more than once.
- Use knowledge of the family to make decisions about how to ask questions and the order in which they will be asked.

FAMILY NEEDS FORM

- Use family strengths to assist families in deciding how to meet needs.
- The focus is on family, not individual needs.

FAMILY GOAL SHEET

- Definition of a goal.
- Use problem solving skills to help families explore alternatives.
- Assist family in using their strengths as a basis for establishing goals.
- Help families to set realistic goals.

FAMILY ASSISTANCE PLAN

- Use the needs and goals to help the family to establish the action plans.
- The action steps should be specific.
- The date should be recorded so the family and staff are clear about when the action is to be completed.

FAMILY CONTACT NOTES

- Record keeping in this section needs to be specific because it will be used for follow-up.
- Notes should to be entered immediately after the contact.

FAMILY GOAL ATTAINMENT CHECKLIST

- Families needs to know that lack of attainment is not an indication of failure.
- Level 2 attainment needs to be supported as much as at Level 5.
- Based on the fact that a family is a system, the attainment of individuals can positively impact on the entire family.

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12. At the end of all reports continue with the following:

A general rule of thumb in recording notes is write in such a way that others can benefit from what you know and have observed. Also ask yourself, "Have I written anything I would not want someone to read or know about me?" Finally making notes legible cannot be over-emphasized. When notes cannot be easily read, there is a chance that the service provided to the family may not be adequate or accurate.

E. PRACTICE SESSION (1 HOUR)

1. Begin with the following:

Everyone is at least familiar with all of the family needs assessment tasks. We will now have an opportunity to practice the process as a group using a case study. Each of you will then be expected to conduct an actual Family Assessment as a Follow-Up Activity to this session.

2. Distribute the handout, "Case Study: The Barbour Family" and allow time for participants to read the case.

3. Ask for volunteers for each of the following roles:

FAMILY MEMBERS	HEAD START	OBSERVERS
— Sheila	— Four Family Service Workers	— All other participants
— Arnold		
— Brother		
— Franklin		
— Carl		

4. Set up an interview area in the front of the room and put role labels on or near the chairs so they can be seen by the observers.

Make the following assignments:

Worker 1:	Intake/Family Profile
Worker 2:	Family Needs Form
Worker 3:	Family Goal Sheet
Worker 4:	Family Assistance Plan

5. Explain that the four workers are all really going to be playing the same role but each will conduct a separate part of the Family Needs Assessment interview.

6. Explain that each segment will only last five minutes even if the process is not totally completed in that time. Then there will be a five minute feedback and questions period with the large group.

7. Ask the first worker to begin the Intake/Family Profile. Call time after five minutes. Commend her or his efforts. Spend an additional five minutes discussing the process. Ask for feedback from the observers. Ask for and respond to questions form the group. Be prepared to demonstrate any part of the process that is not clear or needs to be corrected.

8. Repeat the process with the remaining three segments of the FNA.

9. When all of the interviews are completed, ask "What were you able to learn from this experience?"

10. Continue with the following:

    Earlier we discussed the purpose of the family contact notes and the goal attainment checklist. Turn to pages 12 and 13 in the User's Manual. This section makes recommendations for how the needs assessment information can be used to encourage component integration. Component integration is another name for teamwork.

    TRAINER'S NOTE: Give participants a few minutes to look over p. 12 and 13. Respond to any question or comments.

    There are three reasons given for involving all component staff in the utilization of the FNA information. This team approach enables us to:

    - *avoid duplication of services to families*
    - *maximize the use of staff time*
    - *enhance the delivery of services to families in a timely manner*

11. Ask if any staff are currently sharing FNA information with other component staff and working with them to plan implementation strategies. Ask for volunteers to share information on ways in which the Health, Education and Parent Involvement components use the FNA information. At the end of the sharing, respond to any questions.

F. CLOSING (15 Minutes)

*1. Prepare and post a sheet of newsprint with the title: THINGS I LEARNED ABOUT THE FNA PROCESS. . . Then ask:

    - What have you learned about the FNA?

2. Record responses on newsprint. After all responses are given, read the list and ask if there are any closing comments.

3. Make arrangements for participants to observe an experienced staff person in the next two conducting a Family Needs Assessment and then to conduct an interview themselves as a Follow-Up Activity.

4. Announce the time, place and topic of the next training session.

5. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 4: GOAL PLANNING

This session provides participants with the opportunity to learn to help parents do goal planning.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Understand the importance of goal planning	B
Define the characteristics of different types of goals	C,D
Differentiate realistic verses unrealistic goals	C,D
Learn the steps in goal planning	D,E

TIME

2 Hours

PARTICIPANT MATERIALS

- Agenda - Family Needs Assessment: Goal Planning
- Pitfalls to Effective Planning
- Case Study: Ms. Leonard
- Goal Planning
- Case Study: The Heller Family
- Case Study: The Alvarez Family
- Case Study: The Roberts Family
- Personal Goal Sheet

ADVANCE PREPARATION

- If possible, arrange for co-trainer who assisted in presenting Session 3 to serve again as co-trainer for Session 4. Meet to review content and divide training responsibilities.
- Remind participants to bring copies of the MFNA Instrument to the session.
- Invite staff experienced in the FNA process and goal planning in particular, to participate in the session as resource persons. Meet with them in advance to discuss ways they can enhance the session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (15 Minutes)

1. Introduce the co-trainer and resource staff persons and describe their background and experience.
2. Welcome the group back to the training and, discuss the experiences they had doing the Follow-Up Activities related to the last session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute the agenda and name tags.

B. SEVEN (30 Minutes)

*1. Post seven sheets of newsprint in seven different seven areas in the room. Prepare one sheet of newsprint with seven columns.
2. Divide participants into seven small groups. Assign each group to the area beside one of the posted sheets of blank newsprint. Give a different color marker to each group. Read the following situation:

You have an opportunity to receive $1,000,000 from an anonymous donor. To receive the money you are required to describe seven activities that will eliminate all air pollution in seven days. In describing the activities, you may not use words. You cannot use pictures. You may only use symbols and record them on the sheet of newsprint. Although you may not talk to the other groups or look at their activity, each groups' work must be related in order to get the $1,000,000.

You will have 15 minutes to develop your activities and put them on the newsprint. When I call time:

- *Each group will have two minutes to walk around and look at the other groups' work.*
- *During the "walk around" there can be no talking.*
- *At the end of two minutes, each group will have another two minutes to talk among themselves about what they think the other groups have described.*
- *At the end of two minutes I will begin with Group 1 asking them to describe in seven words the activity of each of the other groups.*
- *I will record the key word that each group uses to describe the activities of the other groups.*

If the instructions are not followed to the letter, the donor will withdraw the offer.

TRAINER'S NOTE: This activity is designed to create confusion so that participants will experience the need for systematic goal planning. The instructions are unclear by design. If participants ask questions or ask you to explain or repeat the instructions, simply say, "I can not say anything more at this time. Your questions will be answered when the task is completed."

3. At the end of 15 minutes, call time and follow the steps above. Write each of the keys words in one of the columns on the sheet of newsprint you prepared, continue.

   We have ____ different responses. ____ people looked at the activities and saw ____ different things. [Fill in with the appropriate numbers.] *Why do you think this happened?*

   [Allow time for response.]

4. Record the responses on newsprint. When all of the responses are given, read the list. If the following are not included add:
   - not clear
   - not specific
   - too abstract
   - not understandable

5. Continue with the following:

   The purpose of the activity you just completed was to demonstrate the importance of developing goals that are understandable, specific and possible to do. You were given limited information and were instructed to do something for someone that could not be easily understood by anyone other than your group. Goals that cannot be understood cannot be achieved. A goal that is developed by someone for someone else cannot succeed.

*6. Write the definition of a goal on newsprint and post:

   A GOAL IS A PLAN THAT, WHEN ACCOMPLISHED, WILL RESULT IN A CHANGE IN A NEED OR PROBLEM, OR AN OUTCOME ACHIEVED.

   Prepare a second sheet with the following:
   - A CLEAR GOAL MUST BE
   - SPECIFIC
   - TIME-LIMITED
   - REALISTIC
   - RESULTS-ORIENTED.

7. Post and read the definition of goal and ask if the definition is acceptable. Make any necessary modifications. Continue with an explanation of each part of the definition, referring to the list on newsprint.

   A clear goal has all of these elements. It provides direction on how to do, what to do and when to do it. It must be:

   - *Specific:* — *the purpose of the goal is clearly understood and related to the need or problem.*
   - *Time-limited:* — *this helps the person to recognize success and failure within a certain time frame.*
   - *Realistic:* — *the goal should only focus on things that are possible for the person to accomplish (within the person's control and range of capabilities).*

- *Results-oriented:* — *a goal should give some idea of how much needs to be done to meet the need or take care of the problem.*

There is nothing that can be more discouraging than not meeting one's goals. When people fail to meet goals, it is generally due to falling victim to goal planning pitfalls.

8. Distribute the handout, "Pitfalls to Effective Planning". Discuss each of the pitfalls in relation to the activity.

C. THE GREAT DEBATE (45 Minutes)

*1. Post a blank sheet of newsprint. Set up chairs for the "Great Debate." Make two signs that say FOR POSITION A and FOR POSITION B.

2. Distribute the handout, "Case Study: Ms. Leonard". Read the situation on handout and explain to participants that this is all the information that is available. Ask the following question.
   - What is Ms. Leonard's Goal?
3. When the group has decided on the goal, write it on the blank newsprint. Then ask.
   - What is required to be a nurse?
4. As the group gives the qualifications, list them on the newsprint. If not mentioned, be sure to add:
   - the number of years
   - courses such as anatomy; physiology; chemistry; and medication
   - reading comprehension level
   - the amount of study time
5. After the qualifications are listed, ask for a show of hands, to the following questions:
   - How many of you think that Ms. Leonard should be encouraged to achieve her goal? (Position A)
   - How many of you think Ms. Leonard should be helped to see that her goal is unrealistic? (Position B)
6. Take a tally of the hands for each question but do not allow any discussion.
7. Ask the participants to divide into two groups according to the way they answered the question. Explain that each group has 15 minutes to discuss their position. Ask them to think of several justifications for their position.
8. At the end of 15 minutes, call time. Each group is to select two people who will present their point of view and debate the question with the two people from the other group. Give five minutes for groups to make selection.
9. Call time, and ask each group to send their representative to the debate area. After they are seated post the signs FOR POSITION A and FOR POSITION B in the appropriate place. Explain the rules.

The debate will take a total of 25 minutes. Each group's representative will have two minutes to present your group's point of view. The remainder of time will be used to respond to questions from the audience. The audience should write down questions they want to ask. I will keep the time.

10. When the instructions are understood, begin with the group that is FOR POSITION A. At the end of the debate, provide the following instructions:

    If you have a question for a debater, you must raise you hand and indicate which team it is addressed to. Your question must be brief. The team will have one minute to respond.

11. At the end of the time, end the debate and summarize the discussion with the following information:

    The purpose of the activity was to encourage you to think about your responsibility in helping families with goal setting. We had people on both sides of the issues. In each case, how to proceed will be a judgement call. You would probably want to discuss a situation like this one with your supervisor. Regardless of your position, the goal of Head Start is to help families improve the quality of their life. To this end, the worker needs to be able to provide the kind of information and ask the kind of questions that will assist the family in making the best possible decision, because it is ultimately the family's goals we are concerned with. Our goal is to help families achieve their goals.

    This means that there are goal setting questions that the worker must ask the family. They are:

    - *What do you want to do?*
    - *When do you want to do it?*
    - *Why do you think you need to do it?*
    - *How long will it take to do it?*
    - *Are you ready to make the commitment?*
    - *What will be the payoff for you when it is done?*

12. Using the Leonard situation, discuss each of the questions.

D. TYPES OF GOALS (30 Minutes)

1. Introduce the activity with the following information.

    Let's look at the section on Goal Planning in the MFNA Instrument. Look at Family Goal Sheet and the Family Assistance Plan on p. 7 and 8. The purpose of completing these two forms is to help families plan how and when they are going to meet their needs. In order to provide this assistance, you need to help the family set the most appropriate goal. There are several types of goals:

    - *Crisis:* — *a plan to alleviate an urgent situation as soon as it happens.*
    - *Emergency:* — *a plan to prevent a situation from reaching a crisis state.*
    - *Short-term:* — *a plan to meet a need or address a problem in a minimum amount of time.*

- *Long-term:* — *a plan to meet a need over a longer period of time.*

The desire of families to change some aspect of their life can result in self-defeating goals. Without assistance, a family may be unrealistic about what can be achieved, think something can be done sooner than is possible, or may not realize that another situation needs attention immediately. You can help them see the difference between a realistic and an unrealistic goal:

- *Realistic:* — *a plan that is possible for the person to achieve; or*
- *Unrealistic:* — *a plan that the person is unlikely or unable to achieve even with the necessary resources, time or support.*

To reduce the chances of goal setting difficulties, you have responsibility for:

- *helping the family decide what goals are priority; what needs to be done first.*
- *identifying the strengths in the family that can support the goal.*
- *helping the family separate the fantasy from the reality, while at the same time being supportive.*

2. Divide participants into three groups. Distribute the handout, "Goal Planning." Explain that each group will be assigned a case to use to complete the goal planning sheet. Explain the handout. Distribute one case to each of the three groups.
   - Group 1: The Heller Family
   - Group 2: The Alvarez Family
   - Group 3: The Roberts Family
3. Provide the following instructions:

   Read the case and identify both the family's needs and strengths. You do not have to be concerned about matching strengths and needs. Write down the goals for the family you can identify. After you have written all of the goals, you are to prioritize all of the goals you have listed. In a real situation you would be doing goal planning with the family. In this situation, be sure you at least consider the family's point of view.

   At the end of 20 minutes, I will call time and each group should make a report which will include:

   - *a brief summary of your case*
   - *information about the needs, strengths and goals*
   - *how you prioritized the goals and why*
4. At the end of 20 minutes, call time and ask each group to makes a report. Allow questions and comments immediately after each report. There may not be enough time for each group to talk about all of the goals on their list. If not, ask each group to highlight the two goals that are of highest priority.
5. After the reports, lead a discussion that focuses on the following questions:
   - What was the criteria for determining the families' strengths?

- What did you take into account to determine the priority?

6. End this session by summarizing the activities and the discussion. Ask the following question:
   - How has this experience affected your attitude about goal setting?

E. CLOSING (10 Minutes)

1. Distribute the handout, "Personal Goal Sheet" and present the following.

   This is a goal sheet that you can use to write your own professional and personal goals. Think about things you want to change, strengthen, learn, improve or begin. You will have 5 minutes to work on your goal sheet. Do as much as you can in that amount of time. You are not expected to write all of your goals. This is to get you started.

2. At the end of five minutes call time. Continue.

   What would you say to a friend who told you that she or he is going to do something such as go back to school or look for a better job? [Allow time for response.]

   You could begin by acknowledging the person's commitment. Not all goals are positive, and yet when people set goals it is important that they receive encouragement and support. You have just set some goals for yourself. Is there anyone who want to share his or her goals with the group? [Allow time for responses.]

3. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

4. Announce the time, place and topic of the next training session.

5. Distribute the evaluation form. Allow participants time to complete the form before collecting it. Close with the following:

   Before you leave, I would like you to take some time and mill around the room. As you do this, stop for a moment and give encouragement and support to someone and get some encouragement and support for yourself. When you have given as much as you can and gotten as much as you need, you should leave.

SESSION 5: EVALUATING GOAL ATTAINMENT

This session provides participants with the opportunity to learn to assess family progress toward their goals.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Understand the factors that influence goal attainment	B,C
To assess level of goal attainment	D,E

TIME

3 Hours

PARTICIPANT MATERIALS

- Agenda - Family Needs Assessment: Evaluating Goal Attainment
- The Space Project
- Family Goal Attainment Checklist
- Certificates of Award

ADVANCE PREPARATION

- If possible, arrange for the co-trainer who assisted in presenting the previous sessions to serve as co-trainer again. Meet to review content and divide training responsibilities.
- Invite three parents or staff members to serve as judges.
- From a classroom, borrow blocks, tinker toys, Leggos and other materials that can be used for building. Obtain glue, constructions paper, clay, tape, scraps of cloth, plastic, pipe cleaner and other materials that participants can use. Also obtain scissors, staples, stapler, tacks and pins.
- Again invite staff who are experienced in the FNA process to serve as resource person during the session. Meet with them in advance to discuss ways they can enhance the session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce co-trainer and staff members who have agreed to assist in the session. Briefly describe their background and experience.
2. Welcome the group back to the training and, discuss the experiences they had doing the Follow-Up Activities related to the last session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute agenda and name tags.

B. THE SPACE PROJECT (1 Hour)

*1. Put all of the materials you collected from the classroom on a table in the front of the room.
*2. Divide participants into three groups. Give each group a sheet of newsprint. Number the newsprint sheets one to three (do not post). Ask three parents (or staff) to serve as judges of the designs.
3. Distribute and then read the handout, "The Space Project."

You are the three groups that have been commissioned by The Center For Future Living Options (CFLO) to design the first shelter that will be built for living in space. This shelter will be the model that will be used for all other space projects CFLO is doing. There will be a meeting in which each group will present their design. The goal is to have the 1st family living in space by the year 2000, and the design to be used will be selected at this meeting.

Your instructions are to:

- *design the shelter so it is the appropriate shape and size for existing in space*
- *name the shelter and be prepared to explain how the name relates to the model*
- *write the steps you took to design the shelter on the newsprint*
- *do not post the newsprint*
- *this project is confidential; therefore, you are not to discuss it with anyone outside of your group*
- *select a spokesperson to represent your group*
- *you may use any materials that you think are appropriate*
- *you have 30 minutes*

4. Point out the table with the materials and tell participants they are free to use anything on the table. Also say that you cannot answer any questions or give any feedback while they are working.
5. Briefly introduce the judges. Explain that the judges can only observe and will not be talking to the groups during the half hour.
6. While groups are working, explain the task and the award levels to the judges.

7. At the end of 30 minutes call time. Ask the groups to take all extra material back to the table.
8. When this is completed, again introduce the judges by saying that they are representatives from CFLO. They are here to listen to the presentation and select the design that will be used to build the 1st shelter in space.
9. Begin with Group 1 and ask them to post their newsprint with the steps describing how they built their model and ask them to explain it to the group. Repeat with Groups 2 and 3.
10. When all of the reports are completed, allow 10 minutes for participants to walk around and look at each group's shelter. At the end of the time ask participants to return to their groups.
11. Facilitate a discussion that will encourage participants to comment on each of the models. For each model ask questions and ask the group to think about the following:
    - What are the indicators that Group _____ attained the goal?
    - What are the indicators the Group _____ did not attain the goal?
12. At the end of the discussion, ask each group to post their newsprint sheet in the front of the room. Give participants a few minutes to look over the sheets. Continue with the following.

    The purpose of the activity and discussion you just completed was to consider how different people go about attaining the same goal. Each group had the same goal, was given the same amount of time and information.

    TRAINER'S NOTE: Refer to the newsprint sheets, when making the following points.

    However each group:

    - *produced a different kind of shelter*
    - *proceeded in a somewhat different manner*
    - *completed what they could in the designated amount of time*
    - *has a different name for its shelter*

    Are there any other observable differences? [Allow time for responses.]
13. End this activity by asking participants to discuss their feelings about the activity. Remind them that the judges will return at the end of the session to announce the winner. Explain that the models will not be dismantled until the end of the session.

C. WHAT IS GOAL ATTAINMENT (30 Minutes)

1. Write the definition of goal attainment on newsprint and post:

   GOAL ATTAINMENT IS A WAY OF MEASURING THE OUTCOME OF EFFORTS TO BRING ABOUT CHANGE IN A PERSON OR SITUATION.

2. Ask participants if the definition is acceptable. Make modifications as necessary. Continue with the following:

   One of the tasks in the needs assessment process is to "assess the progress family members have made towards reaching their goals". To successfully carry out this task with families, it is important for you to understand the factors that influence how different people go about attaining goals.

*3. Prepare and post a sheet of newsprint entitled: FACTORS THAT INFLUENCE GOAL ATTAINMENT and continue with the following:

Think back to the steps your group took to build your model. What were some of the factors that influenced your decision to proceed as you did? As you identify them, I will write them on newsprint.

4. When all of the reasons have been given, read the list and add the following if not included:

- perception
- experience
- support
- time
- self-esteem
- lack of experience
- level of confidence
- available resources
- knowledge
- expected reward

5. Randomly select some of the factors from the list and facilitate a discussion that will focus on the following question:

- How did _____ influence the way you went about attaining the goal in the last activity?

*6. Draw the model of MASLOW'S HIERARCHY OF NEED from Session 1 on newsprint. Post and ask how many of the participants attended Session 1. Explain that during that session, Maslow's "Hierarchy of Needs" was discussed. Review the information with the group and then continue.

Where a person is on the needs hierarchy is a factor which definitely influences how a person goes about attaining a goal. The primary need at the time that the goal is developed will determine the level of motivation to reach the goal. The level of motivation determines in some way the steps that a person may choose to take.

*7. Prepare two sheets of newsprint with the title: LOTTERY PLAYERS. Label one PLAYER A. Label the other, PLAYER B. Read the description of Player A:

Player A wants to win the lottery because she would like to be able to travel around the world. She makes $37,500 per year.

8. Ask participants to take a few minutes to list the steps Player A might take to increase her chances of winning the lottery. Call time after a few minutes and record participant's responses on the sheet of newsprint labeled PLAYER A.

9. Read the description of Player B:

Player B wants to win the lottery. She wants to buy a home so her children can have a nice, safe place to live.

10. Give participants a few minutes to list the steps Player B might take to increase her chances of winning the lottery and record their responses on the sheet of newsprint labeled PLAYER B. Read back the list and ask.

- What is the difference between the motivation of Players A and B?
- How are the steps of Player A different than those of Player B?

11. Close the discussion with the following:

For every goal that a person works toward, there is a symbolic "pot-of-gold" at the end of the "rainbow". We must understand and accept the fact that the motivation to reach the "pot-of-gold" will be strongly influenced by need.

D. ASSESSING GOAL ATTAINMENT (40 Minutes)

•1. Prepare a sheet of newsprint with the following:

GOAL ATTAINMENT QUESTION: How is the family now different from the way it was before working on the goal?

2. Begin this session using the following information as a guide:

Both the activities and the discussions from today's session have demonstrated that the way a goal is attained is not nearly as important as the attainment itself. This does not mean that how a goal is attained should be completely ignored. It does mean that there is a need to recognize that goal attainment is a process that begins with the establishment of the goal and ends with the ultimate achievement. This represents a range that allows for various levels of attainment. The process accommodates individual differences. It also helps both the worker and the family:

- *focus on short-term needs and goals*
- *increase the potential for success*
- *decrease the potential for failure*
- *recognize and celebrate mini-successes*
- *create the expectation of success*

3. Discuss each of the points and respond to any questions. Post the newsprint sheet you prepared and continue.

If the focus is going to be on levels of attainment rather than the ultimate achievement of the goal, the worker must be willing to ask and answer the goal attainment question: How is the family now different from the way it was before working on the goal?

Both the family and the worker need to concentrate on what is different rather than what is complete or not complete.

TRAINER'S NOTE: Distribute the handout, "Family Goal Attainment Checklist."

The "Family Goal Attainment Checklist" is reprinted from the Model Family Needs Assessment Instrument. It describes five levels of attainment. Steps 2, 3 and 4 represent what a family may do to get to Step 5, the attainment of the goal. Each step should indicate some in the family situation and some level of change in the individual and/or family.

4. Divide participants into five groups. Distribute the handout, "Case Study: The Alvarez Family" from Session 4. Explain that some participants are familiar with the case. Allow a few minutes for participants to read the case. Respond to any questions.

5. Assign each group two of the categories on the "Family Goal Attainment Checklist." Using the Alvarez case, each group will have 20 minutes to answer the following question for the two categories:

   - What would be an indication of a Level 1, 2, 3, 4 and 5 attainment as it relates to _____ and _____?

6. Explain using the following example:

   One Alvarez family goal might be to participate in at least two family activities including the children and Ms. Hernandez by the 30th of June. The category is Family Recreation. Indicators of the five levels of attainment could be:

   Level 1: *Ms. Hernandez said they forgot.*

   Level 2: *Ms. Hernandez asked Mr. Alvarez to stop by and talk with her and the children about things they are interested in doing.*

   Level 3: *The family selects an activity, sets a date and puts aside the money.*

   Level 4: *The family does one of the activities.*

   Level 5: *The family completes both activities by June 30th.*

7. Ask groups to begin. Instruct participants to select a member of their group to report on the indicators for each level in each category.

8. At the end of 20 minutes, call time. Ask each group to report on one category until all five categories are addressed. Allow time for questions and comments after each report, especially from the second group who worked on each given category.

9. At the end of the reports, continue.

   There is another level of attainment that can be achieved. Level 6 is "exceeds the goal." There may be families who will go beyond what was planned. This is important because it is a factor in helping the family assess its growth and set future goals. It can also be an excellent indicator of the kind and level of assistance you will need to provide in the future.

E. CLOSING (20 Minutes)

1. Begin with the following:

   We have come to the end of this session and are ready to hear the judges' decision. Return to the group you worked with to build the shelter model.

   But before we hear the judges' decision, let's explore the following questions:

   - *What has this learning experience meant to me professionally?*
   - *What has this learning experience meant to me personally?*

   [Allow time for response.]

2. Ask the judges to come in and make the awards. Ask the judges to distribute a certificate starting with third, and then second and first place. The presentations are to be accompanied by the following statements:

   Third — This certificate is presented to you for your willingness to work toward the attainment of a goal that will contribute to the future.

Second — This certificate is presented to you because you were able to provide some information that will help to achieve the goal in the future.

First — This certificate is presented to you because you were able to achieve the goal that will contribute to the future.

3. At the end of the presentation, ask for comments. Close by saying:

   Just as you received recognition with the certificates for your work in building your models, parents and families must be recognized for what they do rather than how much they do.

4. Ask the group to offer suggestions for Follow-up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

5. Announce the time, place and topic of the next training session.

6. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

MODULE IV: PROVIDING SERVICES TO INDIVIDUALS AND FAMILIES

INTRODUCTION

This module addresses the skills staff need in order to provide services to individuals and families. However, whenever possible Head Start staff should utilize community resources. The next module provides specific training in the referral processs. This module emphasizes the skills Social Services staff need in order to prepare individuals and families for using community resources and the skills involved in providing the direct services that are not available in the community.

The specific sessions in the module are:

SESSION 1 — BUILDING ON FAMILY STRENGTHS (3 1/2 Hours)

SESSION 2 — PROBLEM SOLVING SKILLS (5 1/2 Hours)

SESSION 3 — WORKING WITH GROUPS (5 Hours)

SESSION 4 — ENSURING COLLABORATION (4 1/2 Hours)

TIME

This module consists of **18 1/2** hours of instruction.

SESSION 1: BUILDING ON FAMILY STRENGTHS

This session introduces the skills required for providing services to individuals and families in Head Start. The session builds on the principles introduced in MODULE III, Conducting Family Needs Assessment and emphasizes the importance of understanding and building family strengths.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Review the purpose and objectives of MODULE IV	A
Identify how workers can build on family strengths	B,C,D
Explore a model designed to increase workers understanding of family strengths	D
Examine how this model can be utilized in working with Head Start families	E,F

TIME

3 1/2 hours

PARTICIPANT MATERIALS

- Agenda - Providing Services to Individuals and Families: Building on Family Strengths
- Reframing the Situation
- Family Strengths
- Factors That Contribute to Family Strength
- Conditions for Facilitating Growth
- The Baker Family (see Participant Materials, MODULE III, Session 1).

Optional Resource

- Building Family Strengths: A Manual for Families

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in family work. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Review MODULE II, Session 2 - "Who Are Our Families" and MODULE III, Session 1 - "Identifying Family Strengths And Needs."

- Obtain several different colored markers available.
- Obtain and review optional resource booklet Building Family Strengths (March, 1986), available for $5.00 from:

  The Building Family Strengths Project
  The Center for Family Strengths
  110 Leverton Hall
  University of Nebraska-Lincoln
  Lincoln, Nebraska 68583-0809

- Obtain additional Optional Resource: Secrets of Strong Families
  available from:

  Rich Stinnett and John Defrain, (Boston: Little, Brown, & Company, 1986)

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTION (15 Minutes)

1. Introduce yourself and your co-trainer as well as any new staff members and experienced staff serving as resource persons.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Distribute the agenda and name tags.
4. Provide an overview of MODULE IV and specify the training schedule for the remaining sessions. Use the following material as a guide:

   This module addresses the skills Social Services staff need to provide services to individuals and families. We will examine the importance of recognizing family strengths as part of the enabling process. This module also emphasizes the skills you need in order to prepare families for appropriate referrals.

   This module will also focus on the basic skills for providing necessary direct services when they are not available in the community. Remember, however, we always identify and use our local and state Social Services as the primary source of Social Services for the family.

   The specific sessions in the module are:

   - *BUILDING ON FAMILY STRENGTHS* [today's session]
   - *PROBLEM SOLVING SKILLS* [specify date]
   - *WORKING WITH GROUPS* [specify date]
   - *ENSURING COLLABORATION* [specify date]

*4. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance. Explain that this session builds directly on MODULE II, Session 2 - "Who Are Our Families" and MODULE III, Session 3 - "Identifying Family Strengths And Needs" and reinforces the fundamental principles of partnership with parents and multicultural sensitivity introduced in MODULE I.

B. RECOGNIZING FAMILY STRENGTHS (30 Minutes)

*1. Prepare two sheets of newsprint, one labelled EXTREMELY VULNERABLE FAMILIES and one labelled STRONG FAMILIES. Tape them up at opposite ends of the front wall of the training room, but leave covered. Tape sheets with the numbers 2, 3, and 4 at even intervals in between.
2. Ask for five participants to come to the front of the room and stand under the five sheets of newsprint.
3. Uncover the sheets of newsprint. Explain to the five volunteers that they represent the continuum of strengths that we find among the many different families in Head Start.
4. Ask the five volunteers and the rest of the group to think about the families they are serving and the range of strengths represented among the whole group.

5. Then, going to each person along the line, ask him or her to think of one family in particular whose strengths corresponds to the place they are occupying on the STRENGTH CONTINUUM.

6. Continue by saying.

   Just picture that family in your mind for a moment and think of the strengths represented in that family. [Pause and then slowly read each of the following.]

   - *their skills and abilities*
   - *personal characteristics*
   - *cultural heritage and other values*
   - *relationship among the family members*

   You will have a chance to describe these family strengths in a moment.

7. While volunteers are thinking, ask the rest of the group to also think about five families they work with whose strengths correspond to the five points of the continuum.

8. Ask each volunteer to describe the strengths of the family they are thinking about. Write the strengths on the corresponding sheets of newsprint. Ask the remainder of the group for additional general characteristics of the families whose strengths correspond to the five points of the continuum. Add these to the newsprint sheets.

   TRAINER'S NOTE: If participants persist in only focusing on needs and the negatives in the families they consider, "extremely vulnerable," you may need to redirect them toward the positives. You may need to draw on the concept of reframing to identify the positives within the characteristics and behavior the participant identifies as negative. (See Step 10.)

9. Thank the volunteers and ask them to return to their seats. Continue with the following:

   All families, even the most vulnerable, have strengths. It is critical to recognize and acknowledge these strengths. Similarly, it is important to recognize that all families are vulnerable.

   We were all easily able to identify the strengths of families we consider strong families [provide examples from the sheet]. *Sometimes this recognition is not as immediate with families who are more vulnerable. In fact, sometimes we may even need to examine our perception of a problem; what at first glance may appear to be a part of the problem may, in fact, be evidence of a strength. A parent who is reluctant to talk about a problem, come to the center, or utilize community resources might be showing evidence of a very positive quality: protectiveness of the family.*

   Can you think of examples of family characteristics that, at first, might appear to be problems but, in fact, represent strengths and positive qualities? [Allow time for response.]

10. Distribute copies of the handout, "Reframing The Situation" and continue with the following:

    Sometimes when we step back and take another look at an individual family member or the family as a whole we gain a new perspective. We are able to reframe limitations or problems in order to recognize the strengths. This handout gives some examples of problems which, reframed, can be seen as strengths. [Allow a few minutes for participants

to review the list and think about their own families.] *What other qualities did you add to the list?* [Allow time for response.]

Similarly, we must remember the importance of multicultural sensitivity. What may appear a problem from one cultural perspective may be evidence of strong traditional values in another. For example, we might consider a home overcrowded because ten family members live there together and think the family needs help finding additional housing. The family, on the other hand, may prefer this arrangement because of close ties within the extended family. We will keep this broader perspective as we continue to discuss ways to build on and enhance family strengths.

C. DRAWING ON FAMILY STRENGTHS (45 Minutes)

*1. Prepare and post six sheets of newsprint, each with one of the following questions as a heading.

- WHAT IS A STRONG FAMILY? (Post in front of room.)
- IN WHAT WAYS IS YOUR FAMILY A STRONG FAMILY? (Post on one end of side wall of room.)
- HAS THERE BEEN A TIME OR EVENT WHICH PLACED CONSIDERABLE STRESS ON YOUR FAMILY RELATIONSHIPS? HOW DID YOU COPE? (Post on other end of same side wall.)
- WHAT DO YOU GET FROM BEING A PART OF A FAMILY THAT IS MORE DIFFICULT FOR YOU TO GET SOMEWHERE ELSE? (Post on other side wall.)
- HOW DO ELEMENTS (CHURCH, SCHOOL, AGENCIES, ETC.) OUTSIDE OF YOUR FAMILY AFFECT THE FAMILY? (Post on rear wall.)

2. Introduce the activity with the following:

Our last activity helped us look at family strengths from a broader perspective. Let's now consider what we mean by a strong family. Think for a minute, what is a strong family?

TRAINER'S NOTE: As you ask the question, refer to the sheet of newsprint posted in the front of the room. Allow participants time to think about the answer and then ask for responses. As participants call out responses, record them on newsprint. Then continue.

There are characteristics and that we all feel are basic and fundamental for a family to be strong. Our perceptions and responses to the question, though different in some respects, are very similar in many respects. [Note similarities.] *These are characteristics that are very important for us to recognize and acknowledge in the families with whom we work.*

In previous sessions we have found it useful to think about our own family situations to gain more awareness of the Head Start families we serve. Let's take a few minutes to think about our own families in relation to four pertinent questions.

- *In what ways is your family strong?*
- *Has there ever been a time or event which placed considerable stress on your family relationships? How did you cope?*
- *What do you get from being a part of a family that you can't get somewhere else?*
- *How do elements (church, school, agencies, etc.) outside of your family affect the family?*

3. As you read each of the questions, indicate the location where the question is posted. Explain that participants will have 10 minutes to circulate around the room and jot down thoughts, perceptions and other responses on each sheet of newsprint. Have different colored markers at each location.
4. At the end of 10 minutes, ask participants to return to their seats. Go to each sheet of newsprint in turn and read some of the comments. Ask participants who are willing to elaborate or comment.
5. Summarize the main themes that emerged. Include the following:

   Although there are characteristics that seem to be common to all strong families, there are circumstances and events that place stress on every family, e.g., death, illness, divorce or unemployment. Our coping mechanisms are very closely related to the characteristics we identified in relation to strong families. It is also important to remember that going through stressful times can often reinforce and enhance family strengths. Regardless of what happens we all rely on our families in important ways.

   How we relate to outside influences can either enhance or strain family strengths. It is important to understand the outside influences. During the remainder of the session we are going to examine ways Head Start, as one such external factor can, in fact, reinforce and encourage family strength. I think you are already beginning to think of ways we can do this.

•6. Prepare, post, and then read a sheet of newsprint with the question: WHAT CAN WE IN HEAD START DO TO BUILD STRONG FAMILIES? Ask participants to indicate ways the program is already doing this and ways it could do so more effectively. Record responses on the newsprint. Close by summarizing and acknowledging the value of these suggestions.

D. OVERVIEW OF BUILDING FAMILY STRENGTHS MODEL (45 Minutes)

1. Begin with the following instruction:

   It is not surprising to discover that research on strong families corroborates what we have been saying about family strengths. There are six primary qualities that characterize strong families.

   - *commitment*
   - *wellness*
   - *communication*
   - *appreciation*
   - *time together*

- *ability to deal with stress, conflict and crisis*

TRAINER'S NOTE: Distribute "Family Strengths" and briefly describe each category. Refer to earlier discussion and examples of Head Start family strengths whenever possible. Distribute "Factors That Contribute to Family Strength" and explain that it provides a more in-depth summary of the research.

2. Distribute copies of the case study "Case Study: The Baker Family" from MODULE III. Divide the group into six sections, but ask them to remain in their places while they read the case study.

3. Assign one of the six areas of family strengths to each group and instruct them to look for and identify evidence of the family's strengths in that area. Instruct them to move their chairs into six groups, appoint a recorder/reporter and spend 10 minutes discussing the case. Explain that the spokesperson from each group will present their findings to the rest of the group.

4. At the end of 10 minutes, call time but tell participants to remain in their groups. Ask each group to call out the evidence they recognized. Summarize with the following.

   In spite of a difficult situation, the Baker Family has significant strengths. And remember, keeping in mind the reframing concept, some of these strengths were not obvious at first examination. Most important, though, we can work most effectively with a family when we help them capitalize on their strengths.

5. Ask participants to continue working in the six small groups. Explain that they have 5 minutes to brainstorm ways to work with the Baker family to reinforce the area of strength they considered previously. Ask each group to appoint a new reporter to record the group's ideas and report them to one large group.)

6. At the end of five minutes call time. Ask each recorder to summarize the ideas related to the area of strength the group considered.

7. Close with the following:

   This activity emphasizes the basic elements of the Building Family Strengths model. This model starts with two basic premises:

   1. *All families have strengths (regardless of race, culture, economic or social status).*
   2. *The BEST way to facilitate growth and positive interaction is to focus on the positive not the negative.*

   To be successful in Head Start we must adopt these basic beliefs and recognize that they apply to all families. And you can see how closely tied this is to our fundamental belief in the power of partnership with parents.

E. ENHANCING FAMILY STRENGTHS (45 Minutes)

1. Ask participants to stay seated with the same small group. Explain that each group will continue to focus on the same area of strength they worked on in the previous activity. Ask each group to select a new reporter to record their ideas and present a two to three minute summary to the large group.

2. Provide the following explanation:

   You will have 20 minutes.

   - *First, review the area of strength and then discuss its relevance for Head Start families.*
   - *Second, list specific ways Social Services staff can support and help families enhance their strengths in this particular area.*

3. Circulate among the groups and offer assistance as needed.
4. At the end of 20 minutes, call time and ask each group reporter to present a summary.
5. Ask for comments from the group. Acknowledge the scope and value of the suggestions.
6. Close by distributing the handout, "Conditions For Facilitating Growth" and explain that it offers additional suggestions for enhancing family strengths. Offer the following to end the activity:

   One last point to consider — one of our most valuable tools for working with families is our recognition that we, too, are members of families. And while we may not experience the same stresses, we can acknowledge the common ground we stand on and build on our mutual understanding.

F. CLOSING (15 Minutes)

•1. Prepare and post a sheet of newsprint with a list of the six areas of strength that are listed on the handout, "Family Strengths."

2. Summarize with the following:

   This session was the first in our sequence on serving individuals and families. And, of course, building on family strengths is essential to the success of services we provide directly to families. At the same time, the principles covered in this session reinforce the approach we have taken with aspects of Social Services — partnership with parents. In fact, our basic belief that all families have strengths underlies all Social Service delivery — whether in recruitment and enrollment, Family Needs Assessment, providing services, or making referrals. If we acknowledge and focus on family strengths we are more likely to facilitate growth and change. Let's keep one of the principles of facilitating growth and change ever in the forefront of our mind:

   *We must believe that **each family is capable of growth and change**. If you believe less, then you are making a promise you don't think you can keep — a promise of help.*

2. Refer to the sheet of newsprint listing the six areas of strength. Ask participants to form two circles, one inside the other, facing each other. Ask each person to think of something they will do to enhance **commitment** in their <u>own</u> family. Ask the two people facing each other to share their plans.
3. Repeat the process for the remaining five areas. Prior to each sharing, ask the inner circle to move clock-wise to face the next person in the outer circle.

4. While participants are still standing in the group, ask them to think of one area in particular they want to focus on with at least one family they work with. Allow a few moments and then have them move to the next person in the circle and discuss their plan with the person facing them. For each area, ask one or two participants to share their plans with the whole group.
5. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at he beginning of the next training session.
6. Announce the time, place and topic of the next training session.
7. Distribute the evaluation form. Allow participants time to complete the form before collecting it.
8. Distribute optional resource booklet, Building Family Strengths.

SESSION 2: PROBLEM SOLVING

This session provides participants with skills to be utilized in assisting Head Start families in moving towards and operationalizing solutions to their problems.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Learn the steps involved in developing working agreements with parents	B
Develop and practice the steps involved in problem resolution	C,D,E,F,G,H,I
Recognize the importance of assessing progress	J

TIME

5 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Providing Services to Individuals and Families: Problem Solving
- Hierarchy of Human Needs (from Participant Materials, MODULE III, Session 1)
- Suggestions for Working With Substance Abusers
- Action Plan Worksheet
- Assessing Progress

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in working with families and in counselling skills. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities. Your understanding of the group dynamics is essential, so collaboration with the co-trainer is particularly important in this session.
- Prepare enough envelopes, each with a different letter of the alphabet on it, so that there will be one envelope per participant. Obtain index cards for each participants.
- Review MODULE II, Session 4, section on Overcoming Resistance.
- Review MODULE III, Session 1.
- Invite experienced Social Services staff to serve as resource persons for the session.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce yourself, the co-trainer and any staff who will be serving as resources.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

*3. Review the purpose and objectives of the session referring to the newsprint you prepared.

4. Distribute the agenda and name tags.
5. Introduce the topic using the following material as a guide:

In MODULE III, we defined a problem as a barrier separating a person from a needed or desired goal. We explored internal barriers, or those values, attitudes or behaviors that obstruct movement towards goal attainment. We also discussed the influence of external barriers, or the obstacles within the environment. When assisting families in moving towards problem resolution, the focus of attention is on identifying the barriers and generating alternatives to overcome them. It is important to remember that recognizing the barriers does not always mean the person will be able to remove them. However, understanding the influence of the barriers can assist a family in developing a more accurate perception of the problem.

As mentioned in Session 2 of MODULE III — "Identifying Problems," identifying barriers helps individuals or families to distinguish what they are directly responsible for, (internal barriers), from those obstacles that are environmental, and often outside their control (external barriers). This understanding is essential to developing realistic expectations of the problem solving process.

B. USING THE WORKING AGREEMENT TO FACILITATE PROBLEM RESOLUTION (1 Hour)

*1. Prepare and post a sheet of newsprint with the statement: A CONTRACT CONTAINS THE FOLLOWING ELEMENTS:

- An agreement about what the problem is
- The tasks of the worker, the tasks of the parent
- A time frame

*2. Prepare and post another sheet of newsprint with: REMINDER: A CONTRACT IS WORKING AGREEMENT BETWEEN THE WORKER AND PARENT.

*3. Refer to the two sheets where appropriate as you present the following information:

A first step in helping families to solve problems is a discussion of the parent's perception of the problem situation. If an individual does not feel that a problem exists, then attempts to solve a problem might be more difficult. By developing a "contract" or a working agreement, both the family member and the worker will have an opportunity to

share their perceptions about the situation, agree on a the definition of the problem and verbalize a commitment to work towards generating possible solutions to the problem. This working agreement, along with the development of trust between the worker and the Head Start family member are the foundations of problem solving.

In developing the contract, you will be able to draw on many of the effective communication skills and other basic Social Work skills you learned in previous sessions such as:

- *establishing rapport*
- *interviewing*
- *recognizing and building on strengths*
- *checking out assumptions*
- *making objective observations*
- *demonstrating multicultural sensitivity*
- *working in partnership with parents*

TRAINER'S NOTE: Prepare and post a sheet of newsprint with the heading: SKILLS UTILIZED DURING CONTRACTING. Ask participants to first consider skills (record on newsprint). Then ask how these skills can help them develop a working agreement with parents. Allow time for response. Continue with the following example:

In negotiating where to begin, often you may find that you and a parent have different ideas about what problem is most pressing. Put aside personal biases. This is your chance to be empathic, placing yourself in the parent's shoes and imagining how the parent feels in the situation. In order to remain non-judgmental, you must monitor your own body language and tone of voice. Maintain rapport to avoid conveying a judgmental attitude when parents share their point of view.

If the family does not come to share your perspective on where to begin, you can base the agreement on what they believe is the starting point. At the very least this builds a foundation of agreement on which to work, helps establish trust and provides a basis for an ongoing working relationship. In the interim, you continue to do what you can to set the groundwork in place. Then, when a family is ready to work on something you feel is the primary problem, you are prepared to move quickly.

One common example is spouse abuse. A woman may not see the need or benefit of moving to her own apartment, but is willing to go for her GED. After successfully completing the GED, she may be more willing to consider alternatives to staying in the abusive relationship if she believes she has a better chance of supporting herself. So, you identify what you can do to facilitate the family's movement toward a particular goal

even if they are not in agreement about that goal. In the meantime you help them work toward a goal upon which you can come to agreement.

Once a mutual agreement has been achieved you then have a process through which you can negotiate. Together, you and the parent agree where to focus energy first. Together, you and the parent brainstorm about possible next steps to take toward resolving the problem. Together, you and the parent develop a plan of action, including those tasks you will carry out and the steps the parent will take toward problem resolution. You are now in the process of making a contract.

Since developing the contract is part of the continuous process of working with a family, renegotiation can take place anytime you or the parent feels the need to make a change in the plans. As the parent shares their perceptions of their problems, you can relate these to potential services and explain the help available through Head Start or community referrals. It is important to be very clear about the services that Head Start can provide and those that must be sought in the community. Take care not to make any promises to the parent about what you will do for them.

As part of the contract, you and the parent can also agree about a time frame for coming together again to evaluate what has been accomplished, determine what remains to be done and discuss how the parent is feeling about the process. You can use the entire agreement to assist with the completion of the Family Goals Sheet and Family Assistance Plan portions of the Family Needs Assessment. However, the term "contract" is not meant to mean that you and the parent must write and sign a legal document that will then be inflexible. At the same time it is often very helpful, especially with multi-problem families, to have a written agreement stating your responsibilities and the tasks that parents have agreed to do to help themselves.

In summary, there are six steps involved in developing a working agreement;

- *Defining the problem in relation to needs*
- *Gathering Information*
- *Generating Alternatives*
- *Choosing An Alternative*
- *Implementing a Plan*
- *Assessing progress*

We will be covering each of these steps in today's session.

TRAINER'S NOTE: You may ask the group to discuss the benefits and disadvantages of having a written agreement. Again, the term "contract" is used to indicate the joint process of working with a family to solve problems, not attempting to solve problems for a family. Be prepared for possible resistance to the word "contract", as rigid, perhaps overly legalistic. Emphasize the process of reaching agreement. Offer to use the term

"working agreement" if preferred. Whichever term is used, the agreement should be written.

C. USING HELPING SKILLS (45 Minutes)

1. Explain that the purpose of this activity is to illustrate the combination of helping skills utilized in developing the contract and to offer participants practice in negotiating a contract, including clarifying worker/agency roles, parents tasks and establishing a time frame for re-evaluation.
2. Ask participants to choose a partner. Explain that one partner will play the role of the Social Services worker while the other is the parent; pairs will switch roles so both participants play both roles.
3. Provide the following instructions:

   Think about a situation in your own life that you define as a problem and that you are willing to share with your partner. (For example: running out of money before each pay day arrives.)

   Share the problem with the "worker," who will then demonstrate effective listening skills, provide non-judgmental feedback, make observations and be empathetic about the "parent's" problem. Remember all the communication skills we covered in Module I? Then the "worker" initiates a contract by asking the "parent" if he or she is willing to work together to solve the problem. The "parent" and "worker" will then choose a hypothetical solution to the problem and agree upon the tasks the "worker" will carry out and the responsibilities of the "parent." The pair will also agree on a time when they will meet again to evaluate how they have progressed and next steps. Note that this exercise is meant to demonstrate the successful contracting process and the skills the worker may use. It is not meant to address issues of working with more resistant parents, this will be explored later in the session. So this time around, role play a cooperative parent/worker relationship.
4. Read the following example to demonstrate how this process can be used with a parent.

Parent:	*I never seem to have any money after I pay my bills. I have to borrow money every month! (Problem as parent defines it.)*
Worker:	*I hear how frustrated you feel! (Observation and active listening.)*
Parent:	*Yes, every month it's the same problem. I can't seem to manage my money between paychecks. (Problem clarification.)*
Worker:	*It sounds like you would like to figure out a less frustrating way to live from one paycheck to the next. Would you like to work on this together? (Offer of service, beginning contract, asking for feedback from parent.)*
Parent:	*Yes, I definitely need help with this!*
Worker:	*How about developing a budget for yourself? (Negotiating contract.)*
Parent:	*I don't really know where to begin.*
Worker:	*I will work with you to develop a budget that fits your needs. Why don't you list all of your monthly expenses and I will help you to organize a budget. How does that sound to you? (Dividing tasks and*

responsibilities, asking for feedback from parent and clarifying role of worker.)

Parent: *That sounds okay.*

Worker: *We can meet again next Thursday and begin to put the budget together. Is that a convenient time for you? (Setting a time frame and asking for feedback.)*

Parent: *Friday would be much better. (Negotiating.)*

Worker: *How about Friday at 4:00 p.m.?*

Parent: *Great! (Mutual agreement.)*

5. Tell pairs they will have 30 minutes to complete the role play. Circulate among pairs to ensure that they are developing mutually acceptable contracts.
6. At the conclusion of the activity, reconvene the group. Begin a discussion by asking:
   - How many of you recognize that you have already been using this process with the parents you are working with?
7. Summarize with the following:

   Contracting is the label we are using to emphasize the necessity of having a mutual agreement to work on a problem and the importance of obtaining a commitment that both parent and worker will participate in the process of working on the problem in a concrete way. It is giving a name to a skill many of us have been using for years, with the purpose of stressing that without agreement about the problem, and a commitment to work on it, frustration, helplessness and even "burn-out" arises for both worker and parent.

D. WORKING THROUGH RESISTANCE IN THE CONTRACTING PHASE (45 Minutes)

1. Introduce the next activity with the following:

   In our daily work with multi-problem families, we all know very well that coming to a mutual agreement about what problem to begin working on first is never quite as easy as contracting in a workshop with a partner during a role play. In our work with families, we face what seems to be overwhelming obstacles to helping parents move toward the resolution of even one problem. Although there are certainly obstacles in the environment that seem insurmountable, it is often the resistance of the parent or family to accept help that is the greatest challenge. If we are not careful, after several weeks or months attempting to help a parent make changes to improve their circumstances, we may realize that we are the ones taking all the actions while the family may be indicating they are not learning form the problem solving process.

   TRAINER'S NOTE: At this point, you may ask participants to share ways that parents show their resistance. Write these on the newsprint. Examples may include: parent does not show up for several appointments, does not answer phone or letters, does not follow through with tasks, lies, arrives late for appointments, "disappears" for a few days, child is frequently absent from school, parent is always sick or in crisis, etc. Also review the main points about resistance that were previously covered in MODULE II, Session 4.

It is in an attempt to prevent this and learn how to manage such resistance that we use the process contracting at the outset of our work with a parent. The contract lets us know right away if there is a difference in perspective between worker and parent about what is important. If the worker attempts to engage the parent in taking actions around a problem the parent does not feel is immediately important, the worker will see resistance arise immediately.

2. Ask participants to form smaller groups of three to five people. Ask each group to choose a recorder to write down the answers and a spokesperson who will share the responses with the larger group.
3. Instruct participants to think about an area of their lives that they have been thinking about or planning to change for a while but have not yet moved on. This should be something that they feel comfortable sharing with the group. (Examples: weight loss, stop smoking cigarettes, to become a more organized food shopper, go to the dentist, to confront a friend, etc.)
4. Ask participants to make a list of reasons they have not taken actions toward changing this situation. Remind participants not to judge their answers, as this exercise is meant to illustrate the nature of resistance to change, which all human beings have in common.
5. As each person shares their problem area and lists the reasons why they have not take action to make changes, the recorder is to list the reasons. For those that are repeated, he or she should note how many times different people gave that reason.

*6. Prepare and post a sheet of newsprint entitled REASONS WHY NOT. Ask each group spokesperson to share the reasons participants gave for not moving toward problem resolution. Record categories on the newsprint and keep a running tally of repeated answers either in the small group, or by another group spokesperson.

*7. Prepare and post a sheet of newsprint entitled, RESISTANCE IS A NATURAL RESPONSE when all groups have shared their responses, ask the participants:

- What conclusions can we make about resistance from this exercise?

8. Look for answers such as:

- it is not easy for anyone to make changes in their lives
- people seem to stick with what is familiar even if they know it is not in their best interest
- this activity helped me realize that parent's resistance is not personal but a natural response to change

If participants do not offer such responses, mention and write them on the sheet of newsprint.

*9. Prepare and post a sheet of newsprint with the following: THREE SOURCES OF RESISTANCE

- Discomfort
- Cultural norms
- Status quo

Then summarize using the following as a guide:

It is useful to think of resistance as the strategies parents use to ward off the worker and to protect the family from any discomfort involved in participating in a problem-

solving process. In hearing the reasons we gave for not moving towards changes in our own lives, we see that parents may also feel the discomfort associated with taking risks and trying unfamiliar behaviors and attitudes.

The Social Work literature on resistance proposes three main sources of resistance:

- *Discomfort from dealing with a strange person and situation*
- *Cultural norms regarding involvement with helping professionals and service agencies*
- *The Status quo — some people are so used to having problems and being victimized by people and systems that they resist help to move toward problem resolution*

10. Ask participants to return to their small groups from the previous activity.
11. Instruct groups to spend 15 minutes discussing examples and possible sources of resistance as they apply to families they work with. Begin the process by offering the following explanation and example:

    Each of you has probably worked with a family you might have labeled "resistant." Think about that family now. [Pause] *When you begin working again in your small groups, each of you will describe that family. Then pick one family to discuss as a group. Together you will consider the possible sources of resistance for that family. The following example can serve as a guide.*

    A proud Latino mother of seven children appears to be overwhelmed. She has not been returning your calls. When you approach her, she tells you she has always handled everything on her own and she doesn't need your help. The sources of resistance in this case may be that this parent feels you are a stranger, and she has been taught by her mother that you don't "air your dirty laundry" to strangers, you keep your problems to yourself. This parent may be resistant as she views having problems as a sign of personal weakness and failure.

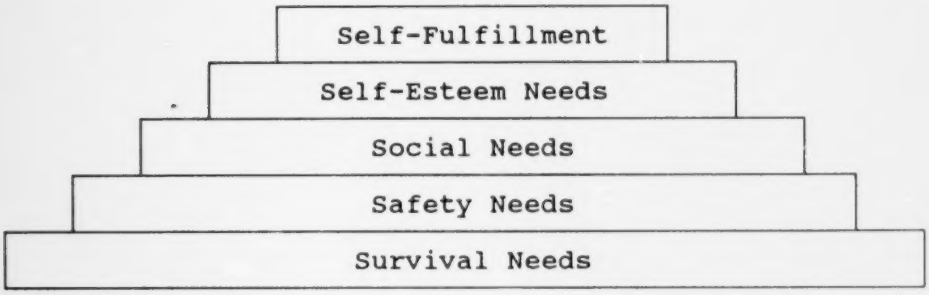
12. At the end of 15 minutes, call time and ask for a few examples. Continue with the following.

    Although we are discussing resistance as it relates to contracting, resistance can and does arise at any time during the helping process. So far we have explored the feeling of resistance as it occurs in our own lives and we certainly see it clearly every day in our cases. This process of exploring, and understanding a problem situation thoroughly before trying to solve it, is actually what we do when working with our parents on possible solutions to their problems. Having understanding, we are less likely to act with judgement and more able to think of realistic solutions and ways of handling resistance, since we can empathize with it when we see it in our parents. From this, we can see that empathy is a skill that is particularly essential to working with the resistant or multi-problem family.

E. UNDERSTANDING NEEDS (15 Minutes)

*1. Again post and review Maslow's "Hierarchy of Needs." Distribute the handout, "Hierarchy of Needs."

In the previous module, we discussed and applied Maslow's Hierarchy of Needs. We learned that people attempt to meet their needs according to a hierarchy as follows:



Simply put, if a person does not have shelter or food, they are not going to be particularly concerned about going back to school for a GED. Abraham Maslow maintained that our behavior is motivated by our needs. So it makes sense that when we are working with parents who do not seem motivated to do what we think is best, that they view their needs differently than we do. Here again, we really use our active listening, empathy and communication skills to understand what needs the parent is really motivated to fulfill.

2. Ask participants to work in the same small groups and refer back to the families they discussed previously in relation to resistance. Ask participants to identify the needs according to Maslow's hierarchy. Ask participants to consider both the needs the parent is seeking to fulfill and the needs we perceive as important for the parent to address. Ask:

   - Is your agenda the same as the parent's?

3. Continue by stating:

Therefore, resistance can sometimes result when our priorities are not aligned when the family's priorities. And finally we need to recognize that resistance is not solely the responsibility of the parent. Often the environment or the interactions between worker and parent may contribute to the family member's ambivalence toward working with us. Let's consider a hypothetical example from the ABC Head Start Program.

The family worker has set up several parent meetings to plan for the coming year. Only two parents have shown up at each of the meetings. The family worker has contacted the families to find out why the parents are not showing up. Last night was the fifth planning meeting, this time no one came! After talking with her supervisor, the family worker realized she had contributed to the situation in the following ways:

- *She had not taken a survey of the most convenient times for parents to meet.*
- *Several of the parents read or speak only Spanish and the notices were sent out in English.*
- *Two parents could not read at all, one was illiterate and the other had a learning disability.*
- *No provisions for child care had been made.*

Of course this case is an extreme example of the way in which workers may inadvertently contribute to what appears to be resistance.

TRAINER'S NOTE: Ask participants to share other ways that a worker may contribute to resistance when working with individual families. You may write these on newsprint. After responses are written, continue.

We can see that there is often much more to resistance than just having a parent who does not want to change or a parent who is uncooperative. Any time we think a family member is resisting working toward change, we must remember to look at what needs are motivating the parent, we must remember to empathize or put ourselves in the parent's place for a moment, and we must look at the external factors, including our own approach to the situation.

F. RESPONDING TO CHEMICAL DEPENDENCE AND ADDICTION (15 Minutes)

*1. Prepare a sheet of newsprint with the heading, SUGGESTIONS FOR WORKING WITH SUBSTANCE ABUSING PARENTS. Introduce the topic with the following:

Some of the families we work with may have one or more members who are chemically dependent, which means using drugs or alcohol resulting in a continuing disruption of an individual's personal, social, spiritual or economic life. Despite this negative impact on his or her life, the individual will not stop using substances. If you have ever tried to help a person who is an alcoholic or drug abuser to change his or her life, then you already know that a characteristic of the disease of chemical dependence is denial of the problem. Addicts may even agree with you that they have a problem and need help, as long as you stop confronting them about their use of the substance. Know also that addicts do not do this to frustrate you or to be mean; rather it is a symptom of the problem.

As discussed earlier, to help others solve a problem, they must first recognize that they have a problem. You probably know from experience that working with substance abusers is one of the greatest challenges you face. This is of particular concern to Head Start Social Services workers, since we see children who do not get the services that are needed because their parent may be incapable of following through with the assistance offered because of the addiction.

*2. Ask, "What has worked for you in assisting substance abuse families?" Have participants share several examples from their case loads and own life experiences. List suggestions on the newsprint entitled: STRATEGIES FOR WORKING WITH THE SUBSTANCE ABUSING PARENT.

3. Also distribute and refer to the handout, "Suggestions for Working With Substance Abusers." Highlight any of the suggestions included on the handout that naturally emerged within the group. Encourage utilizing these suggestions with parents.

4. If no participant has had experience working with substance abuse families brainstorm possibilities and continue with suggestions.

G. GATHERING INFORMATION AND GENERATING ALTERNATIVES (45 Minutes)

1. Begin the activity with the following:

Once the nature of the problem is clear to both you and the parent and a commitment has been made to move toward problem resolution, you can then continue as a team. You can gather more data about the problem situation and then work with the parent to explore alternative solutions to the problem at hand.

What kind of information do you usually collect when problem solving with parents?

TRAINER'S NOTE: Allow time for response, you may write these answers on the newsprint. Answers may include: how long the problem has been in existence; the parent's feelings and thoughts about the problem; and other people and agencies involved in the situation. Point out the data about the problem situation will most likely come from the Family Needs Assessment interview.

Generating alternatives to the problem calls for a sense of hopefulness that some improvement, if not a solution, will result from the helping process. Very often parents may view their problems as hopeless and may view themselves as helpless. The sense of feeling trapped in a difficult situation is very real for most people. Using skills of empathy, non-judgmental active listening and establishing trust are essential to adding hope to a situation. Additional suggestions include:

- *focusing on one problem situation at a time; this is known as "prioritizing"*
- *allowing the parent to be active in the entire process; this helps to "empower" the parent or give them a sense that "Hey, maybe I'm competent after all"*
- *remaining hopeful yourself about the problem situation, if frustrations arise, discussing this with supervisor or seeking other forms of support*

TRAINER'S NOTE: Ask about other ways to empower parents, (e.g., providing positive reinforcement and encouragement, acknowledging parents who participate in the Head Start program with certificates, awards, etc., pointing out the small successes a parent may have had, even if it is simply making a phone call that previously they thought they could never do) encouraging independence in all aspects of the parent's life.

2. Ask participants to move into groups of three to five people and choose one person to be a recorder.

3. Provide the following explanation.

   We are going to do a simple activity to get our minds thinking creatively. Your group will have three minutes to come up with as many household uses for an empty detergent/bleach bottle as you can. Write these down, I will call time at the end of three minutes.

4. Reconvene and ask each group to share several responses.

5. Continue with the following:

   You have just participated a creative problem solving technique called "brainstorming". This process have become very familiar to you over the course of this training. Although this activity seems quite simple, it is demonstrates a useful way to help us think creatively.

   Brainstorming is one technique that can be useful to encourage creative problem solving. We can use the brainstorming process with families to encourage creative problem solving about a situation that may seem hopeless at the time. The following activity will enable us to think about a current problem case in a new way.

6. Divide participants into groups of three. Give each group an envelope with a different number in the upper right-hand corner. Ask them to talk among themselves and discuss three difficult family situations with which they are currently working. Tell them to pick **one** of these and write a brief description of it on the outside of the envelope.

   An example of a problem case might be: Wanda is a 19-year-old single mother of three children, two infants and one four-year-old who is Head Start eligible. Wanda started to use crack about four months ago. She knows it's "doing things to her head," because now when the baby cries, she sometimes doesn't even get up to see what he wants. Wanda says she wants to be a good mother. She wants to stop using drugs and has agreed to work with you on a plan. You have looked into several drug programs, but there are long waiting lists. What can you do to help?

7. Tell participants to be sure to remember the number on the front of their own envelopes.

8. Give each participant several index cards. Ask each group to pass their envelope to group closest to them on their right. Be sure each group has a new envelope. Continue with the following explanation:

   Read the problem situation on the outside of your new envelope. As a group, identify discuss the situation. Then individually, write an idea for handling the situation on an index card. Share the ideas with the other members of your small group and put the cards inside the envelope. Be sure the cards are anonymous.

   Then pass this envelope to your right. Repeat this process until you have considered all the different problem situations.

9. Collect all the envelopes and then redistribute them to the original groups by calling out each number. Ask each group to return the envelopes to the person who initially posed the

problem. Ask each person to look at the responses given to the problem. Have each group select two that they think best address a problem and share them with the whole group.

10. When all participants have shared, continue by stating:

From this activity, we can see that having the input of other people when approaching a problem situation seems to help us to think about possibilities we may not have considered or about resources we may not have known about. If the suggestions that are offered are the same as what you have already tried, it indicates that someone else shares your view. Facilitate a discussion that would encourage participants to think about what it means to have several alternatives.

H. CHOOSING AN ALTERNATIVE (15 Minutes)

*1. Prepare a sheet of newsprint with the heading FACTORS IN CHOOSING AN ALTERNATIVE. List the following.

- Solution is possible, realistic and attainable
- Availability of resources to carry out the plan
- Access to resources

Allow space for additional factors.

2. Refer to the newsprint and begin by discussing the following:

Once the list of possible alternatives has been developed they are evaluated by the parent and worker together. The option selected should be based on factors such as examples:

- *The most possible, realistic and attainable alternative. Keeping in mind that compromise is an essential element in problem solving. We and parents must deal with things as they are, not as we would like them to be.*
- *Availability of resources to carry out the plan. These resources may already be available or may have to be created in the community.*
- *Access to resources: The parent must be able to use the resources in the community. For example, if a parent is illiterate, instructing them to fill out applications for jobs is not a feasible solution although jobs may exist.*

What other factors could be used to evaluate the list of alternatives and choose a feasible option? [List other suggestions on newsprint.]

We will cover ways to utilize community resources in the next module. But it is important for us to remember that resources are not only those programs and services that are outside of the family. Resources can also include a family's capacities: physical, intellectual and emotional. As workers, you must be evaluating the personal resources of the parent, their physical health and emotional ability to handle stress.

The main reason for this comprehensive assessment of the family's resources is to maximize the chance of success for the parent and the family as a whole. As workers

we do not want to set up another situation that may lead to failure for parents. Effective problem solving involves the parents in selecting the best option.

We must also be aware of the agency's resources and our own resources such as time, skills and energy. It is our responsibility to know when we do or do not have the time to accompany a parent to the doctor, or when we do or do not have the skills to counsel a battered woman. We also need to be very familiar with the resources in the community and make referrals as necessary. Again, these topics will be handled in depth in the next module.

I. TAKING ACTION AND IMPLEMENTING A PLAN (30 Minutes)

1. Start by stating:

   You and the parent have been through the process of agreeing that there is a problem situation and agreeing to work together toward a solution. As a team you have thought of and made a list of several possible alternative solutions and have decided upon one based on the personal and external resources available. Now it time for a plan of action. What needs to be done first, what resources need to be utilized, who will do what and when? As discussed earlier, the purpose of the contract is to decide what has to be done and what will take which responsibilities.

2. Ask participants to take their envelopes and then break into different small groups of four or five people and choose one problem case to work on. The group member whose case is chosen must select one alternative from his or her envelope.
3. Distribute the handout, "Action Plan Worksheet," and review each point. Explain that the small group should use the questions on the handout as a guide for discussing the case as the worker describes it, taking care to maintain confidentiality.
4. As small groups discuss the case, circulate and assist groups in applying the concepts of problem solving and contracting to their case situations. Have each group use the information from the worksheet to develop a work plan. If time permits, ask participants to develop another plan to use with an actual family they are working with.

J. ASSESSMENT: A NECESSARY PROCESS (20 Minutes)

1. Begin by asking what participants think of a recent case situation they have worked on.
2. Continue with the following:

   Many people think of being judged by a superior when they hear the term "evaluation." As we work with parents toward problem resolution, assessment should be part of the ongoing process. We are actually referring to the agreement made with the parent which should be periodically evaluated. This evaluation is done to assess: "How are we progressing with the tasks we both agreed to; how are we communicating with and understanding each other?" Flexibility is the key word in the evaluation process. The plan

that you and the parent agreed to work on may require modification in expectations and responsibility.

The evaluation process also gives the parent a chance to share their successes, fears and dissatisfactions. If you or the parents see that something is not working in the original contract, avoid further frustration by taking time to make a new mutual agreement or contract as needed.

As we work with parents, we also want to evaluate our own feelings and the skills that we use to help a family to really notice what seems to work and what doesn't. By evaluating ourselves and the work we do, we can recognize how we are contributing to the parent's success or we may see that we need more training in certain skills to better assist our parents.

3. Distribute the handout, "Assessing Progress." Give the following instructions.

   Think of a family that is particularly frustrating for them and the parent in particular. It may be the same family used for the earlier cases, or it may be another one. Use the questions on this handout to assess your <u>own</u> progress with this family. You will not be asked to show your responses to anyone. This process is for your own information.

4. Read each of the questions on the handout. Allow time after each question for participants to write their response (allow 10 minutes in all). Continue with the following:

   The answer to these questions are for you to use only to see where you may need to either continue as you have been doing, or where you need to be more aware of some of the skills we talked about in this module. Just as when we evaluate with a parent, we don't use the information to blame, or put ourselves down, but to see how we are doing. As Social Services staff we deal with a myriad of situations. How we deal with them and what happens to us in the process, is a matter of keeping our focus on the small victories.

<u>K. CLOSING (10 Minutes)</u>

1. Briefly summarize the session and then ask participants the following questions:
   - What did you find most useful in today's session?
   - What did you learn about working with parents toward problem resolution that you did not know before?
2. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at he beginning of the next training session.
3. Announce the time, place and topic of the next training session.
4. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 3: WORKING WITH GROUPS

This session provides participants with a basic understanding of group facilitation and provides opportunities to practice the skills needed to lead groups.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Become familiar with basic group dynamics	B,C,D,E,F,G,H,I,J
Identify steps in planning groups	D
Understand leadership functions	G
Practice group functions	H

TIME

5 Hours

PARTICIPANT MATERIALS

- Agenda - Providing Services to Individuals and Families: Working With Groups
- What Is a Group?
- Checklist: Group Planning Considerations
- Guidelines for Observing Group Process
- Group Process Role Play Vignettes
- Leadership Functions
- Productive Group Functions
- Non-Functional Behavior
- Role Play Vignettes for Productive Group Functions and Non-Functional Behavior Activity

ADVANCE PREPARATION

- It may be useful to ask an expert in group dynamics/group process from a local school of Social Work or similar program to serve as co-trainer. Be sure to select someone who is also an experienced group facilitator and trainer. Meet in advance to discuss the session and divide responsibilities. Your understanding of the group dynamics is essential, so collaboration with the co-trainer is particularly important in this session.
- Write up cards for Group Functions Activity.
- Obtain "5 x 7" index cards and string and make headbands for Group Role Expectations activity.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce yourself and the co-trainer and any staff serving as resource persons.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
*3. Review purpose and objectives of the session, referring to the newsprint you have prepared in advance.
4. Distribute the agenda and name tags.
5. Introduce the topic of "Working with Groups" with the following:

   Working with groups is a basic tool in providing effective Social Services. The skills involved in working with groups are part of basic Social Work practice. Our ability to be group leaders and to work with groups to achieve specific outcomes is an invaluable asset in our work in the Social Services Component to serve individuals and families.

B. ROLES WE PLAY (30 Minutes)

1. Introduce the activity with the following explanation:

   We all function in groups on an ongoing basis. In your personal and work lives you play many different roles such as parents, neighbor, transporter and co-worker. Your personality and previous life experience will impact on how you play these roles. Take out a sheet of paper and make a list of all the activities you did yesterday. Examples might include:

   - *prepared breakfast for family*
   - *paid bills*
   - *attended staff meeting*

2. Allow ten minutes for participants to complete this activity. Collect all lists and shuffle them. Redistribute the lists making sure no one receives their own. Ask for volunteers to read their lists and identify what roles the writer played while doing various activities. After all participants have spoken close by saying:

   We all play many roles in our daily life. Like us, the parents who come to our groups have diverse experiences. A key function of an effective leader is to recognize differing roles members of the group play to assist them in making his or her unique contribution to the group.

   The Head Start Program Performance Standards for Social Services include various group tasks for staff. Among these are participation in the Social Services Advisory Committee, Policy Council, Parent Meetings and Trainings and Community Groups with similar concerns. In the next activity we will examine some of the factors which make a group more than just a gathering of individuals.

*3. Prepare and post a sheet of newsprint labeled, WHAT IS GROUP?

4. Review the rules for brainstorming and then ask, "What is a Group?". Record response on the sheet of newsprint. After all participants have had a chance to add their ideas, review the list.

5. Distribute and discuss the handout, "What Is a Group?" Define each of the six characteristics and ask participants to identify additional evidence of each characteristic in Head Start.

6. Close by having participants list as many kinds of groups as they can that function in their program. Limit the time to three minutes. Record responses on blank newsprint then post.

C. GROUP FORMATION (30 Minutes)

1. Distribute the handout, "Checklist: Group Planning Considerations." Review the checklist. Brainstorm additional ideas to consider when planning a group.

2. Have the participants make a list of groups they belong to. Record participants responses on newsprint.

3. After everyone has had an opportunity to contribute, post the following that you have previously written up on newsprint and discuss:

   - What roles do you play?

*4. Discuss the following characteristics of a group which you have previously written on newsprint.

   A GROUP IS BECOMING A GROUP AND NOT JUST A COLLECTION OF PEOPLE:

   - When it knows why it exists.
   - When it has created an atmosphere in which work can be done.
   - When it has evolved acceptable ways of making decisions.
   - When it has established conditions under which each member can make his special contribution.
   - When it has achieved real communication among members.
   - When it has made it possible for members freely to give and freely to receive help.
   - When it can manage conflict as a potential source of creative problem solving.
   - When it has learned how to diagnose its processes and its "maintenance" problems in order to repair and improve them.

5. Continue with the following:

   Group development occurs in developmental stages. One classic model outlines outlines five stages: "forming", "storming", "norming", "performing" and "adjourning". The model is developmental in that the issues and concerns in each stage must be resolved in order for the group to move on to the next stage.

   *In the process of **forming**, the group's task is to become oriented to the goals and procedures of the group. You may have experienced this stage as a member of a newly formed committee or task force.*

   *The **storming** process involves resistance or emotional responses to task demands and interpersonal hospitality in relationships. This stage sometimes raises concern in center*

committees or Exploring Parenting groups as members challenge each other's leadership or conflict arises.

*The third stage of group development, **norming**, is characterized by cooperation. As group unity develops, and shared responsibilities increase, there is typically movement towards decision making by consensus and democratic leadership styles.*

In Head Start Programs, component cooperation is evidenced in this stage of cohesive development when information is shared and staff work together as a team.

*The fourth stage, **performing**, is evidenced by productivity. Group effort is mobilized to problem solve and achieve group goals.*

TRAINER'S NOTE: You may want to post the five group stages prior to this explanation.

D. GROUP ROLE EXPECTATIONS (1 Hour)

•1. Prior to the training you will have prepared at least eight headbands. The headbands can be made of heavy paper or 5" x 7" cards with 10" strings attached to the ends of the cards (so that the cards can be tied around the heads of the participants). Each headband is lettered with a felt-tipped marker to show a particular role and an explanatory instruction as to how other members should respond to the role:

Comedian:	Laugh at me.
Expert:	Ask my advice.
Important person:	Defer to me.
Insignificant:	Ignore me.
Loser:	Pity me.
Boss:	Obey me!
Helpless:	Support me.
Know it all:	Patronize me.

2. Explain that in the next activity participants will:
   - experience the impact of role expectations;
   - discover the effects of role expectations on individual behavior in a group; and
   - explore the effects of role pressures on total group performance.
3. If the training group has more than eight members, the trainer should have some members observe while the others role play. Ask for eight volunteers.
4. Arrange a circle of eight chairs — one for each volunteer — placed in the center of the room.
5. Place a headband on each volunteer in such a way that he or she cannot read the label, but the others can see it easily.
6. Present a pertinent topic for discussion such as some current issue in the community or other topic you know will stimulate lively discussion. Instruct the group to interact with each other in a way that is natural. Caution them not to role play but to be themselves. Instruct the group to react to each member who speaks by following the instructions on the speaker's

headband. Emphasize that they are not to tell each other what their headbands say, but simply to react in accordance with them.

7. After about twenty minutes, call time and direct each member to guess what his or her headband says and then take it off and read it.
8. Initiate a discussion, including any members who observed the activity. Possible questions are:
   - What were some of the problems of trying to "be yourself" under conditions of group role pressure?
   - How did it feel to be consistently misinterpreted by the group, e.g., to have them laugh when you were trying to be serious, or to have them ignore you when you were trying to make a point?
   - Did you find yourself changing your behavior in reaction to the group's treatment of you, e.g., withdrawing when they ignored you, acting confident when they treated you with respect, giving orders when they deferred you?
9. Thank volunteers and commend them for being "good sports," especially the ones whose roles were uncomfortable.

E. UNDERSTANDING THE GROUP PROCESS (1 Hour)

1. Distribute the handout, "Guidelines for Observing Group Process." Briefly review and explain each category. Pick two or three categories and ask participants to think about their own training group (the one they are now participating in). Ask the questions under these categories about the training group.
2. Explain to the group that in order to observe group process you would like half the participants to role play a group vignette and the other half to serve as process observers. Numbering off may be useful to split the group into two. Divide the group into the two halves.
3. Divide the observers into four groups (or groups into pairs or triads). Assign two categories to each small group. Give the process observers 15 minutes to finish reading the handout.
4. While the process observers are reading the handout, distribute the handout, "Group Process Role Play Vignettes" to the role players and assign Vignette A to the groups. Tell them they have 10 minutes to prepare the role play and five-10 minutes to perform it. Explain the instructions. Ask one or two persons from this group to act as group leader(s) during the vignette.
5. After 10 minutes ask the observers to form a circle around the role players. Ask the role players to begin. During the role play the process observers should make no verbal comments.
6. After the role play is complete have the process observers give feedback on what they observed referring to the questions in the handout.
7. Have the two groups switch. Ask the role players to now become observers. Again assign two categories on the handout, "Guidelines for Observing Group Process" to four small group (or pairs or triads). Give them 15 minutes to review the handout. Explain the instructions as before.
8. Assign Vignette B to the other group. Explain the instructions as before. Explain that they have 10 minutes to prepare the role play and five-10 minutes to perform it.
9. Again ask observers to form a circle around the role player. Tell role players to begin.
10. At the end of the role play ask observers to comment on observation using the guidelines.

11. After the role plays are completed, the trainer asks participants what the experience was like for them with particular attention on the difference, if any, of having been assigned a function in the group. Ask if they noticed anything about process in the time they participated in the group activity?

12. Close by reminding participants the following:

Process is always a factor in group dynamics, no matter what purpose or content the group is addressing. Process can not and should not be stopped. Rather the group leader can channel process in constructive ways.

F. LEADERSHIP FUNCTIONS (30 Minutes)

1. Begin with following.

Both group process and group tasks are significantly affected by the leader or leaders of the group. Leadership is characterized by both the style of leadership in operation and the performance of basic leadership functions.

Just as we looked at the communication and participation patterns in group process, we can examine leadership style by observing the group. As we observe a group we can ask:

- *Are certain members high or low in influence on the group?*
- *Is there any shifting of this? Why?*
- *Is there a leadership struggle? Between whom? Why? Effect on the group?*
- *What leadership styles are evident? On whose part? With what effect?*
  - *Autocratic? (Impose one's will on others; makes the decisions; demands support; evaluates others; block others' leadership efforts.)*
  - *Democratic? (Include everyone in discussion and decision-making; expresses one's ideas and feelings openly and seek similar expression from others; does not pass judgement; deals with tension or conflict in a problem-solving way; seeks feedback for others.)*
  - *Laissez-Faire? (Lack of involvement; goes along with any ideas or decisions but without commitment; does not initiate; responds or participates mechanically or superficially; seeks to establish no guidelines for group action.)*

TRAINER'S NOTE: Referring to the role play that the group just observed, ask each of the above questions. Allow time for response between each question. Write the questions and leadership style categories on newsprint if helpful. Then continue:

If groups are to operate effectively certain leadership functions must be performed. Either the designated leader or other members of the group can perform the function. These functions can be learned and practiced so that groups can be productive and effective. Group work will be effective, then, to the degree that needed group functions are supplied by members at the time they are needed.

Without these functions the group will fail in its task and the members will feel frustrated.

2. Distribute "Leadership Functions" handout. Go over selected examples listed under the "Task" heading and ask participants to think of times these functions have been performed in the training process. Ask for specific examples. Encourage them to review the rest of the handout at a later time.

G. GROUP FUNCTIONS (45 Minutes)

*1. Write the names of non-functional behaviors (e.g., blocking) and the description of the group functions listed in the two handouts, "Productive Group Functions" and "Non-functional Behavior" on sets of separate index cards. Depending on the size of the group some functions may need to be written on more than one card and later distributed to more than one participant.

2. Distribute and review the two handouts, "Productive Group Functions" and "Non-Functional Behavior." Ask for and respond to questions.

3. Have participants form three groups. Distribute either a productive or a non-functional card to each participant.

4. Distribute handout, "Role Play Vignettes For Productive Group Functions and Non-Functional Behavior Activity" to each group.

5. Ask each group to assign the key roles to different individuals in the group. Explain that all other members of the group should assume supporting roles and enter into the role play. Explain during the role play that each participant should act out the functions described on his or her cards.

6. After 15 minutes call time. Ask the participants to share how their assigned function or behavior impacted the group. Allow time for participants to share how they felt about the functions they played. Encourage participants who were assigned non-functional behaviors to discuss how they could have handled the situation more productively.

*7. Prepare and post five sheets of newsprint, one with each of the five non-functional behaviors as a heading. Continue with the following:

> *One of the most important tasks during the third phase of group development, "norming," is to develop group rules regarding non-functional behavior. In order to be in agreement about how the group does want to interact, members can use the list of Productive Group Functions to establish a positive tone. Then it is much easier to establish ways of handling non-function behavior when it arises. Let's take each one of the non-functional behaviors on the list in turn and discuss strategies for handling the situation were it to arise with a group we are working with.*

8. Record the suggestions for handling each non-functional behavior under the corresponding heading.

H. GROUP MAINTENANCE (15 Minutes)

1. Refer to the "Maintenance" heading on the handout, "Leadership Functions." Go over the information on the handout and then continue with the following:

> *Just as groups need to be carefully developed, so do they need to be maintained in order to function effectively. Just as it is important to reach agreement about productive*

and non-functional behaviors, it is also important to define ground rules. Some useful ground rules are:

- *Groups need to develop and maintain a culture for work.*
- *Everyone comes to meetings.*
- *Tasks are clearly communicated to everyone.*
- *Small enough group to work on task.*
- *Deep interest in and commitment to each other, the group and the task.*
- *Relationship of caring of members one for another.*
- *Planned and actual movement toward task goals.*
- *Work goes on between meetings.*
- *Problem analysis and decision making takes place.*
- *Members have a feeling of achievement - low frustration level.*
- *Communication channels are open and trust between members is high.*
- *Disagreement and controversy occur but usually move the group onward.*
- *Members develop loyalty to group organization and cause.*
- *The leadership function and style(s) are carried in a way that helps the group productively.*
- *Regular "stock-taking" occurs.*

2. Ask the group if they have additional ground rules to suggest.

I. CLOSING (15 Minutes)

1. Lead a discussion with participants about issues involved in group closure highlighting the following points:
   - The group should identify it's collective accomplishments as well as individual learning.
   - The group should assess areas that should be changed or deleted in the future.
   - The group should discuss the "ending" well in advance of the last session to facilitate an adequate session.
   - Group leaders should facilitate a discussion around members' future plans.
   - Members must have an opportunity to deal with their feelings about separating from each other.
2. Ask participants to write down their thoughts on being a part of this training group. Suggest they include:
   - Feelings about being a group member.
   - How did it feel to take risks?
   - Did group problem solving generate new ideas?
   - What did you see as your role? Were you comfortable with this role? Would you like to play a different role in future groups?
3. After five minutes, call time and ask for any participants who wish to share their thoughts. If issues arise, resolve them at the time or arrange a time for further discussion or planning in order to resolve them.

4. Thank the group for their active participation.
5. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
6. Announce the time, place and topic of the next training session.
7. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 4: ENSURING COLLABORATION

This session, designed to include the participation of the Director and component coordinator, emphasizes the value of working collaboratively within your component and across components. Participants have an opportunity to identify specific ways to work effectively with other components.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Understand collaboration/cooperation within the Social Services Component and with other Head Start components	A,B,C
Identify ways component collaboration assists Social Services staff in achieving objectives	D
To identify ways to work effectively with other components	D,E

TIME

4 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Providing Services to Individuals and Families: Ensuring Collaboration
- Sample 8" Square
- Five Squares Completed
- Dimensions of Cooperation: "Five Squares" Participant Observation Form
- Major Tasks
- Role Interaction Matrix: Social Services Worker
- Considerations Related To The Role Clarification Process
- Collaboration with Head Start Components
- Personal Goals for Collaboration
- Strategies for Enhancing Component Collaboration
- Case Study: The Heller Family (see Participant Materials, MODULE III, Session 4)

ADVANCE PREPARATION

- Review MODULE I sessions on ensuring confidentiality and on communicating effectively.
- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in group process. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Prepare sets of "Five Squares." The number of sets needed will depend on the size of the training group. See activity.

- Obtain a ball of yarn.
- Invite other Component Coordinators and the Director to serve as resource persons during the session. You may also ask them to be prepared to summarize how their component services interface with Social Services.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce yourself and your co-trainer.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-up Activities related to the last session.
3. Introduce the session with the following:

   I would like for each of you to put your chairs in a circle. I will start this activity with a big ball of yarn; while holding it I will tell my name, my component and area of specialized knowledge or skill. Holding on to a piece of the yarn, I will then throw the ball of yarn to the next person who will tell his or her name, etc. Any questions? Let's begin.

4. When everyone in the group has done this, you should have a web. Let go of your piece and have one other person let go of theirs. The web will start to fall apart. Then continue with the following.

   Do you have any ideas how this activity relates to today's session? This exemplifies the importance of collaboration in Head Start — The importance of working as a team.

5. Distribute the agenda and name tags.

*6. Review the purpose and objectives of the session referring to the newsprint you prepared. Use the following material as a guide:

   This session addresses the importance of collaboration within the Social Services Component, with other Head Start components and the community. Within Head Start as with many organizations, individual components/work groups have a tendency to think in terms of only their area, and may not consider the "big picture".

B. WHAT DO ALL OF THESE WORDS MEAN? (30 Minutes)

*1. Write COLLABORATE, COOPERATE, INTERDISCIPLINARY TEAM and TEAMWORK on individual sheets of newsprint, then continue with the following:

   Please brainstorm what comes to mind when you hear each of these words.

2. When the lists have been completed, read each of the following definitions, but <u>not</u> the words themselves.

   [COLLABORATE] — *to work jointly with others, especially in an intellectual endeavor, and to cooperate with an agency or organization with which one is not immediately connected.*

   [COOPERATE] — *to act or work with another or others, to associate with another or others for mutual, often economic, benefit.*

   [INTERDISCIPLINARY TEAM] — *involving two or more academic disciplines, fields of study.*

   [TEAMWORK] — *work done by a number of associates each doing a part, but all subordinating personal prominence to the efficiency of the whole.*

Now tell me which word relates to each of these definitions and I will circle it. [Repeat definitions one at a time and circle corresponding word.]

•3. Divide participants into three groups (one for each of the following questions). Write these questions on newsprint ahead of time.

- How does this relate to me in the Social Services component?
- How does this relate to me and the other components?
- How does this relate to me and the community?

4. Explain that each group will consider the four words in relation to the question it has been assigned. Ask groups to identify a recorder to prepare a report for the rest of the group. Explain that they have 15 minutes.

5. At the end of 15 minutes, call time. Ask each reporter to present the group's ideas. Ask for comments from other groups.

C. WHAT IS MY ROLE? (1 Hour)

1. Arrange five chairs around enough tables to divide the group into teams of five. Ask Component Coordinators to fill in tables as necessary. Ask any extra individuals to be observers. Divide observers among tables. Distribute one set of five envelopes to each table. Distribute the handout, "Sample 8" Square" and briefly (two-three seconds) show each group the handout, "Five Squares Completed" for comparison. Continue with the following:

This session will begin the process of team building while at the same time provide an opportunity to explore the key elements of cooperation. In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When I give you the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her a perfect eight inch square of the same size as all the others.

There are some special rules you must follow:

- *No member may speak.*
- *No member may ask another member for a card or in any way signal that another person is to give her or him a card.*
- *Members may give cards to other members.*
- *Remember the rules! After you complete your task you may silently observe other groups at work.*

Any questions? You will have approximately 20 minutes to complete this activity. You may now start.

2. Circulate during the time period to answer any procedural questions and monitor following of directions.

3. When all groups have completed the task or time is up, distribute the handouts, "Five Squares Completed" and "Dimensions of Cooperation: 'Five Squares' Participant Observation Form." Ask participants to recall and write down their feelings and observations from this task. Tell them to be sure to note any strategies or strong patterns that emerged and then share their observation with their own group.

4. After they have finished sharing, ask each group to comment on the process. Continue with the following questions to the large group.
    - How does this activity relate to Collaboration and Teamwork?
    - Based on this activity, what might you work on to improve collaboration?
    - How does this activity relate to you as a Social Services staff member?
5. Distribute the handout, "Major Tasks", then say.

    Take the handout, "Major Tasks" and fold it in half cross-wise. On the top write the major tasks you have completed this past week. When you have completed that, unfold the paper and do the bottom half, indicating who helped you with the task. If the answer is no one, think who might have been able to help you with the tasks. [Allow time for completion.]

    Now that you have completed the handout, share your answers with the person next to you. Look for areas of shared tasks and areas that were not shared.
6. Allow about 15 minutes for the discussion. After the 15 minutes call time and ask the question:
    - How does this process assist you in your work within your components and with community agencies?
7. In order to avoid turning the discussion into a complaint session, be sure to keep participants on task, reminding them that this is a process to help them improve teamwork within the program. Ask for and respond to any questions.
8. Distribute the handouts, "Role Interaction Matrix: Social Services Worker" and "Considerations Related To The Role Clarification Process." Continue by saying:

    All staff need a clear understanding of their roles. Each job description should clearly state who supervises whom and all staff should be aware of that. Sometimes when there isn't clarity there can be feelings of role ambiguity, overlap or conflict. Using the Role Interaction Matrix can help you identify areas that need clarification and foster a team approach to problem solving.
9. Allow a few minutes to complete the handout. When they have completed the form, refer to "Considerations Related To The Role Clarification Process" and continue with the following:

    Did you identify any areas where there needs to be clarification or problem solving? What steps do you plan to take?

D. COMPONENT COLLABORATION (1 Hour 30 Minutes)

1. Introduce the section with the following:

    The effectiveness of the Social Services Component as well as the other Head Start components rests in large part on collaboration with the other components. For example, Education Component, provides support to the Social Services Component in a number of ways.

In the daily program:

- *Education staff provides attendance information to the Social Services Component.*
- *Education staff observes children and watch for indicators of social services needs.*

In contacts with parents:

- *Often an Education staff member notices a family's need and makes an immediate referral to the Social Services Component.*
- *Education staff works with Social Services staff to establish a relationship and continuity between home and Head Start.*

In staff and parent training:

- *Social services staff provides training on confidentiality policies and regulations and on the identification of child abuse and neglect.*
- *Parent education programs may also address some of the identified social services needs.*

In order to understand better how this collaboration operates, it will be useful for you to hear an overview of the other components. I have asked the coordinators from each component to prepare a summary of their component activities and describe ways the component staff collaborates with Social Services.

2. Ask the component coordinators to provide a brief summary of the activities included within their components and to describe the specific ways each component interfaces with the Social Services Component. Limit each summary and description to five minutes. Thank the coordinators for the presentations.

•3. Prepare and post a sheet of newsprint with a list of headings corresponding to each of the objectives: OUTREACH AND RECRUITMENT, ENROLLMENT, PARENT PARTICIPATION, ASSIST FAMILIES and COMMUNITY RESOURCES.

4. Ask participants to refer to their copies of the Head Start Program Performance Standards. Ask a participant, as a refresher, to summarize each of the Social Services objectives:

   (a) Establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

   (b) Provide enrollment of eligible children regardless of race, sex, creed, color, national origin or handicapping condition.

   (c) Achieve parent participation in the center and home program and related activities.

   (d) Assist the family in its own efforts to improve the condition and quality of family life to become self-sufficient.

   (e) Make parents aware of community services and resources and facilitate their use.

5. After the summaries, ask for and respond to questions. Continue with the following:

   Now let's look at each of the Social Services objectives and identify how other components assist us in addressing that objective. For example, let's consider outreach and recruitment, The Head Start Program Performance Standards, Social Services objective (a) "Establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children". For example:

- *Parent Involvement Coordinator assists by locating new children or siblings.*
- *Education staff participate in community canvassing.*
- *Health Coordinator obtains recruitment referral lists from health resource agencies.*

6. Ask participants for other examples of collaboration with each component in regard to this objective.
7. Distribute copies of "Collaboration with Head Start Components." Explain that participants will now have an opportunity to consider the ways other components can assist in achieving the other four objectives.
8. Divide participants into four groups. Assign one of the remaining objective to each group. Ask each group to appoint a recorder/spokesperson. Explain that they will have 15 minutes. Explain that the component coordinators will circulate among the groups and offer assistance as needed.
9. At the end of 15 minutes, call time and ask each spokesperson to present a report. Ask for comments from other participants after each report.
10. Conclude the activity by reminding participants about the Family Needs Assessment. Use the following information:

    Family Needs Assessment (FNA) provides another opportunity for collaboration among the Head Start Team. For example, if on the needs assessment the family identifies that they would like some help in disciplining children, this would indicate the need to involve the Education Coordinator or teacher in addressing this issue. Now let's list some other areas of need that may show up on the FNA.

*11. Prepare and post a sheet of newsprint with three columns labeled: NEEDS, WHO CAN ASSIST, HOW.

*12. Ask participants to identify several typical areas of need. List these in Column 1. Then ask which component could offer assistance. Enter responses in Column 2. Finally, indicate how other component staff can assist by recording a key word in Column 3.

13. After the participants have completed this exercise distribute and have them complete the handout, "Personal Goals for Collaboration." Allow 10 minutes. When participants are finished discuss the first question on the handout. Then discuss Question 2. Finally, ask two or three participants to share their personal plans with the group. Ask for comments from the rest of the group.
14. Distribute the handout, "Strategies for Enhancing Component Collaboration" as a resource.

E. CASE CONFERENCING (40 Minutes)

*1. Write CASE CONFERENCING at the top of a piece of newsprint. Underneath the title write, WHAT, HOW, WHY in three columns for responses from the group. Continue with the following:

    Another area that involves collaboration and teamwork is in Case Conferencing. What is Case Conferencing? An example could be Center Level Meetings where individual children or families are discussed. What other levels can case conferencing occur? Why do we do case conferencing? An example would be to improve the quality of comprehensive services delivered to a family.

2. Distribute copies of the handout from MODULE II, Session 4, "Case Study: The Heller Family." Divide participants into groups of four to six people and continue with the following:

   Please read the Heller Case. You will remember we discussed this case before when we covered the FNA process. When you have finished, discuss the following questions in your small groups. We will discuss several important questions when you are finished, so please identify a spokesperson. The questions you should address are listed on newsprint.

*3. Write the following questions on newsprint and post:

   - Who could initiate the case conference?
   - Who should be involved?
   - What barriers do you foresee in conducting the case conference, if any?
   - What strategies will enable you to overcome such barriers?

4. Explain that they have 20 minutes to discuss the case. Have each group select a recorder to present a brief report to the group.

5. After 20 minutes, call time and ask each group spokesperson to present a report on just <u>one</u> question. Encourage other groups to add their comments. After the discussion emphasize the importance of collaboration: sharing information, planning together and maintaining confidentiality.

<u>F. CLOSING (20 Minutes)</u>

*1. Prepare and post two pieces of newsprint labeled WITHIN YOUR COMPONENT and WITH OTHER COMPONENTS, respectively.

2. Begin with the following:

   This is Station WII-FM (What's In It-For Me) wanting to know what do you see as benefits of Head Start Collaboration. Please come and write down on the newsprint what you plan to do within your component and with other components.

3. Allow participants a few minutes to fill in the columns. Close with the following:

   Remember, you work as a team. And teams are like machines that generate friction, have gears that must mesh, have wheels that occasionally spin out of control. And. . . without regular maintenance, that machine bogs down. What we have done today is one kind of maintenance [go back to objectives] *but today is only a "quick fix" unless we make a commitment to use the new skills, knowledge and attitudinal changes.*

4. Ask participants to select one Follow-Up Activity from each column from the Closing Activity and state how they plan to carry it out. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

5. Announce the time, place and topic of the next training session.

6. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

MODULE V: ESTABLISHING AND MAINTAINING COMMUNITY SERVICE LINKAGES

INTRODUCTION

This module addresses the skills staff need to establish, maintain and utilize community service linkages to ensure that Head Start families have access to the resources they need. The module includes specific training in the referral process. This module also provides closure to the entire Social Services Training Program.

The specific sessions in the module are:

SESSION 1 — IDENTIFYING AND DEVELOPING COMMUNITY RESOURCES (4 1/2 Hours)

SESSION 2 — ADVOCACY (5 Hours)

SESSION 3 — REFERRAL AND FOLLOW-UP (4 Hours)

SESSION 4 — THE FINALE (3 1/2 Hours)

TIME

This module consists of **17** hours of instruction.

SESSION 1: IDENTIFYING AND DEVELOPING RESOURCES

This session provides participants with the opportunity to discuss the process of identifying developing resources and to learn various techniques that can be used to get maximum benefit from all available resources.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Review MODULE V purpose and objectives	A
Become familiar with the resource development process	A,B,C
Learn resource development skills	C
Develop strategies for effectively linking with and utilizing community resources	D
Reinforce the partnership with parents in the resource development process	E,F
Identify strategies for overcoming barriers to creating effective community linkages	D

TIME

4 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Establishing and Maintaining Community Service Linkages: Identifying and Developing Resources
- Resource Identification Game
- Examples of Potential Community Resources
- Wheel of Resources
- Someone You Should Know
- Overcoming Barriers to Effective Community Linkages
- Developing A Community Resource List
- Sample Community Resource Listing
- Pointers For Contacting Community Resources

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in utilizing community resources. A Social Worker from a multi-purpose community service agency or a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.

- Invite resource people from local community agencies to serve as consultants during the training session. Meet with them in advance to discuss their possible role in the training. Also invite experienced Social Services staff to participate as resource persons in the session. If appropriate, ask one of these staff members to prepare a brief presentation on some of the most useful linkages Head Start currently has with the community.
- Obtain several copies of your agency's Community Resource Directory or request that participants bring their copies of the Community Resource Directory.
- Prepare alphabet cards for Activity C.
- Review MOLDULE I, Session 3, "Partnership with Parents."

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (30 Minutes)

1. Introduce yourself. Introduce co-trainer and additional resource people participating in the sessions.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Distribute the agenda.

*4. Review the purpose, objectives and agenda for the session referring to the newsprint that you have prepared.

5. Provide an overview of MODULE V and specify training schedule for the remaining sessions. Use the following material as a guide and name tags.

This module, "Establishing and Maintaining Community Service Linkages," is the fifth and last in our Social Services Training Program. This module focuses on what can be considered the mainstay of the Social Services Component. The training is designed to ensure that you have the skills you need in order to establish, maintain and utilize community service linkages so that Head Start families have access to the resources they need. The module includes specific training in the referral process we will also review and incorporate information discussed in previous session. Communication, attitude and professionalism are important factors in establishing and maintaining community linkages.

The specific sessions in the module are:

- *IDENTIFYING AND DEVELOPING COMMUNITY RESOURCES* [today's session]
- *ADVOCACY* [specify date]
- *REFERRAL AND FOLLOW-UP* [specify date]
- *THE FINALE* [specify date]

Now let's turn to today's the topic of "Identifying and Developing Community Resources."

6. Begin this session with the following information:

One of the Social Services objectives is to "make parents aware of community resources and facilitate their use." In order to meet this objective, Social Services staff must have the information and skills needed to identify, develop, and utilize resources effectively.

*7. Prepare and post a sheet of newsprint entitled, RESOURCE. . . Ask:

- When you hear the word resource, what comes to mind?

If the group has difficulty getting started, give examples: house, toy, food stamps, public and private transportation. List the resources on the sheet of newsprint.

8. After recording is completed, read back the list and continue.

You have identified a variety of resources. Each one can be used for a specific purpose.

TRAINER'S NOTE: Select a few from the list and ask volunteers to briefly discuss the specific purpose each serves.

*9. Prepare and post a sheet of newsprint with the following definition: A RESOURCE IS A TOOL THAT IS USED TO MEET NEEDS AND INCLUDES PEOPLE, THINGS, ACTIONS AND STRENGTHS.

10. Read the definition and ask if there are any questions or comments.

*11. Prepare and post newsprint sheet entitled RESOURCES ARE, and list the following categories:

1. **PEOPLE**: Individuals with information and concrete services.
2. **THINGS**: Objects such as money, food, clothing, housing.
3. **ACTION**: Seeking services, providing services, receiving the services.
4. **STRENGTHS**: The individual's skills, knowledge, and personal attributes.

12. Refer back to participant's list of resources and sk which items on the list are:

- people
- things
- action
- strengths

13. Facilitate a discussion that will encourage people to think about the following points:

- Almost everything can be a resource.
- Resources are tools.
- There are four basic categories of resources.

B. IDENTIFYING RESOURCES (45 Minutes)

*1. Make two sets of alphabet cards. Prepare two newsprint sheets each containing all of the letters of the alphabet in two columns.

2. Arrange the room so that the participant will be divided into two teams. Post one of the sheets of newsprint with letters on it on the wall in each of the areas where teams will be working.

3. Distribute handout, "Resource Identification Game." Introduce the activity with the following material:

We have just said that almost everything can serve as a resource. [Review the four categories and give a few examples from the list.]

Now you are going to play the "resource identification game." Your team will have 20 minutes to identify 26 community resources. You will receive a set of alphabet cards. Each person will receive as many cards as necessary until all 26 cards have been distributed.

Each person is responsible for identifying a community resource that begins with the letter on the card(s) he or she received.

As each resource is identified, it must be written on the posted newsprint sheet. Cards cannot be exchanged. If the person holding the card cannot think of a resource that begins

with that letter, the place on the newsprint sheet will be blank. The team that has identified the most resources, will win a prize. Select someone to read your resource list to the large group.

4. While the groups are working, move between the two teams. Pay attention to the discussion as you will want to incorporate it into the large group discussion.
5. At the end of 20 minutes, call time, and tell them they may NOT add any more resources to the list. Ask each team how many resources they have identified and write that number at the top of their newsprint sheet.
6. Ask each team to read its list. Ask if there are any questions about the validity of any of the listed resources. Encourage discussion and include if possible some of the discussion you heard during the work time.
7. Distribute the handout, "Examples of Potential Community Resources." Ask participants to spend a few minutes looking at the list and then ask if they see any resource they could have included on the lists?
8. Ask participants to keep these categories in mind as you continue.

*9. Prepare and post the newsprint entitled COMMUNITY RESOURCES and list the following categories: Physical Health, Dental Health, Mental Health, Nutrition, Social Services, Education, Recreation, Religious, Protective, Safety, Consumer Service, Private Business. Add other categories that may be relevant to your community. Then continue.

It is essential to identify community resources if we are to "make parents aware. . . and facilitate their use." In order to make the identification, it is necessary to do what you have just done in your team. Resource identification requires exploration in order to answer the following questions:

- *What is in my community?*
- *What purpose does it serve?*
- *To type of resource is it?*
- *To what category does it belong?*

10. To facilitate discussion about the questions, ask:
    - Why is it important to know about existing resources?

If the following points are not raised during the discussion, be sure to add them.

As Social Services staff you are able to make the most appropriate service delivery decisions when you really have a full understanding of the range of services available in the community. This is especially true when you want to ensure that the services are, for example, the most culturally appropriate for a particular family. . . or that the full range of options have been identified for a family with a child with disabilities. Knowing what is in the community can also save both you and parents time. It is important to establish the strongest possible relationship with community service providers. From the foundation of a positive relationship with a services provider you are able to determine service gaps and to be pro-active rather than re-active in an advocacy role.

Sometimes it is difficult to answer the question, "What purpose does a resource serve?" This is true because many service providers deliver more than one type of service. For example, a store may be providing both groceries and clothing to a community. But, its primary purpose for being in business may be to sell groceries. Knowing this, you may recommend this store highly for its food but you probably would not recommend it as highly for its clothing.

Therefore, it is important to know the primary purpose of the resource. In other words, in order to make the best possible service delivery decision, you need to know the resource's specialty — what it does best. We are going to consider this factor in relation to several of the resources identified by your team.

11. Referring to the two alphabetical lists, ask each team to select resources from its list and identify the type. As this is done, record the name of the resource on the sheet of newsprint under the appropriate type. Work toward having the teams identify at least one community resource for each type. When the group has done as much as it can, facilitate a discussion about the value of knowing what resources are available and their primary purpose.
12. Notice whether any headings have no resources listed below them. If so, facilitate a discussion that will encourage trainees to think about what it means to the community when a type of resource is not available or is inadequate.
13. Close this activity by facilitating a discussion that will encourage trainees to think about the relationship between knowing what resources are and identifying resources. Explain that when gaps do exist, it is important to know how to develop resources.

C. DEVELOPING RESOURCES (1 Hour)

1. Begin this session using the following information as a guide:

All of the efforts to identify a resource in the community will be less successful if there is no attempt to develop a personal relationship with the people who are involved in delivering the service or providing the information. These people are called the human resource. The real value of a service will never be realized if the human resource is not acknowledged. Resource development involves recognizing and reaching out to the people who are the driving force behind the service.

The person who works in the store, takes the food stamp applications, responds to a child abuse report, pastors the church, takes out the garbage, is a member of the PTA, or is a resident in the community is the one with whom Social Services staff must relate if we are going to "facilitate the use" community resources.

Parents are a vital part of meaningful resource development. In order to enhance the partnership, staff must include parent in all resource development activities.

*2. Prepare and post a sheet of newsprint entitled PARENTS AS PARTNERS. Ask participants to think of as many ideas as possible in five minutes to involve parents as partners in developing resources. Record all ideas on the newsprint.

3. Tell participants to turn to form a trial with the two people next to them. Explain that they have 10 minutes to think of ways to use some of the ideas generated in the brainstorming with parents in their program(s). Tell them they are developing a mini-plan for involving parents.
4. After 10 minutes, call time and ask for volunteers to have their plans. Refer back to the brainstorming list and put a star next to the ideas that seemed most useful. Encourage participants to discuss ways to use the remaining idea with parents in their program.
5. Prepare and post a sheet of newsprint entitled WHEEL OF RESOURCES. Draw the wheel on the newsprint sheet using eight different color markers. Add any additional spokes that are appropriate for your community.
6. Distribute handouts, "Wheel of Resources" and "Someone You Should Know."
7. Divide trainees into small groups. They can be divided by geography (i.e., area), program, or type of resource category. Use whatever division will meet the needs of your group. Continue with the following:

   As Head Start staff, you are responsible for working with the service providers in your community to increase the chance that parents will get optimal benefit from the services that are available. This is a strategy called linkage.

   [Refer to the Wheel of Resources] *You are the hub of this wheel. As the hub, you interact with service providers, advocate for parents, and represent Head Start in the community.*

   In your small groups, you are to use your "Wheel of Resources" to identify linkages that you have established with each of the resources on the spokes of the wheel. Be sure to add spokes to include other linkages you have established. For each linkage, complete the Someone You Should Know Sheet. You will have 20 minutes.
8. At the end of 20 minutes call time. Ask for volunteers to talk about the linkages they identified. Instruct trainees to listen carefully to see if a linkage that was discussed is "someone" they need to know.
9. After the sharing is completed, allow 15 minutes for trainee to mill around to get the names of linkages they want to add to their "Someone You Should Know" list.
10. After 15 minutes ask the group to reassemble. Facilitate a discussion that focuses on the following questions:
    - How did you establish your linkages?
    - What is the benefit of having linkages?
    - What makes a linkage successful?
11. As these questions are discussed, encourage participants to think about the relationship between knowing what resources are, identifying resources and developing resources.

D. UTILIZING RESOURCES (1 Hour)

*1. Prepare a newsprint sheet titled WHAT IF... and post.
2. Begin this activity with the following:

   WHAT IF. . .

Your community was hit by a tornado yesterday. While your home was not destroyed, there was a lot of damage. You and your family will need some assistance. Take a minute to make a list of what resources you will need. [Allow one minute] *Where might you get them? and what techniques you will use to acquire them?*

TRAINER'S NOTE: Ask for one participant to share one thing they would need and how he or she would obtain it. Also offer the following example:

You would need shelter. One strategy would be to ask several other neighborhood families to join you and select a representative or spokesperson to the closest church or school or other community structure that was not harmed and offer to help establish a shelter for displaced community members, including your own families. What are some other ideas for these examples? [Allow time for response.]

3. Ask participants to turn to the person next to them and spend 10 minutes identifying ways to obtain all the things they both put on their lists.
4. After 10 minutes, call time. Ask volunteers to share their resource utilization strategies.
*5. Prepare and post a sheet of newsprint with the statement:

EFFECTIVE RESOURCE UTILIZATION REQUIRES KNOWLEDGE ABOUT:

- what resources are available
- where the resources are located and
- how to access the resources.

6. Continue with the following:

You have demonstrated the importance of having the skills to utilize resources. Without that, you would not be able to get the assistance you need as your family tries to recover from the devastation of the tornado. Let's go back to our first example. What made the neighborhood combined effort a more effective strategy than each family looking for shelter on their own?

TRAINER'S NOTE: Allow time for discussion. Be sure the following points are made:

- more efficient use of time
- allows for maximum use of the resource

*7. Prepare and post a sheet of newsprint sheet entitled BARRIERS TO UTILIZATION. Continue with the following:

Unfortunately, there are often barriers that interfere with the effective utilization of resources. These barriers can result from lack of knowledge, but also environmental, cultural, and social constraints. If we are to overcome these barriers we must understand what they are. What barriers can you think of. As you identify them, I will write them on this sheet of newsprint.

TRAINER'S NOTE: Add any of the following to the list, as appropriate.

- personal fears

- language barriers and other cultural constraints
- location, distance, geographic considerations
- lack of information/misinformation
- lack of contact with agency
- political agendas
- competition for children/services
- attitude about services
- image of program or recipients
- staff changes
- lack of awareness of common concerns/goals/needs
- lack of administrative support
- past history of difficulties with agency
- time constraints
- lack of skill to establish linkages

8. After the brainstorming is completed, ask the group to identify those barriers that they think can be addressed most readily may be. As they are identified, circle them with a different color marker.
9. Next ask them to identify those barriers that are so strong that appear to be insurmountable or may not be within a worker or family's control. Circle those with a different color marker.
10. Next ask, which of these barriers most often affect parents and families. Circle those in a different color marker.
11. Continue with the following:

One barrier you have indicated [or if it has not been mentioned, introduce now] *is the family's reluctance or unwillingness to use a particular resource. We sometimes label this reluctance as resistance, but often there are reasons related to the family's own history, cultural factors, or personal psychological variables. An important part of your job centers on helping families overcome personal barriers and preparing the family so they can receive maximum benefit from a resource referral. The specific techniques for facilitating the referral process will be covered in a future training session on "Referral and Follow-up" (Module V, Session 4.)*

But as we have seen there are other types of barriers which have more to do with:

- *knowledge and information about resources*
- *availability of resources*
- *accessibility of resources and then finally,*
- *having strong linkages firmly in place*

Addressing these barriers ensures that once parents are prepared and ready to make use of a referral, the process is handled as smoothly as possible.

Some barriers will take time and a coordinated community effort to overcome (for example lack of low-income housing in the community due to a lack of political or community support for the issue). In our next session we will discuss the ways we and parents can serve as advocates to address some of the larger, long-range issues.

However, there were several barriers you thought could be addressed. [Refer to first items circled on the newsprint.] *Let's look at three examples that fall into this category.*

12. Distribute the handout, "Overcoming Barriers To Effective Community Linkages". Divide the room into three sections. Ask participants in Section 1 to turn to the person sitting next to them and spend five minutes discussing the first situation. Assign the second situation to Section 2, and the third to Section 3. Provide the same instructions to these two sections.
13. At the end of five minutes, ask a volunteer from Section 1 to describe the situation, identify the barrier, and suggest a strategy to overcome the barrier. Ask for additional strategies from the rest of the group.
14. Repeat the process with remaining two situations.
15. Close by summarizing the suggestions offered. Continue with the following:

    One thing that each of these situations has in common is the importance of building positive working relationships with individuals affiliated with each community resource. So, you have yet another application for the effective communication skills you have been learning. In fact, I think you will find that building positive interpersonal relationships with individuals in various community agencies is the single most important strategy for overcoming barriers to effective community linkages.

16. Ask experienced staff members who are attending the session to describe specific occasions in which having a good working relationship with a person in a community agency made a difference in assuring better access to a resource for families. Ask participants to comment on similar personal experience they have had.

E. DEVELOPING A COMMUNITY RESOURCE DIRECTORY (45 Minutes)

1. Refer participants to their copies of The Head Start Program Performance Standards. Begin with the following:

    Of course, the other key to effective linkages is knowing where to look for services. It is for this reason that the Head Start Program Performance Standards require us to "prepare and make available a community resource list to Head Start staff and families". [Refer to Performance Standard 1304.4.2 (b)(5)] *As Social Services staff, we should be well informed with regard to all of the various resources for the provision of support services which are available to the residents of the community in which our program is located. As stated in Performance Standard 1304.4.2(a)(5), we are required to "furnish information about available resources and how to use them" and develop a list of services as well as provide copies of the list to all families enrolled in the program. When compiling a community resource directory, there are a few tips to keep in mind.*

All of the information you have discussed, during this session one has laid the foundation for the development a resource list.

- *knowing what a resource is,*
- *identifying resources,*
- *developing resources, and*
- *utilizing resources.*

First, you need to be well-informed with regard the resources in the community. This knowledge will help you develop of an up-to-date and useful resource list. Second, developing a community resource list is a also a strategy for creating linkages. As you develop a list, you must establish contact with a wide range of people. You may link with representatives from many of the agencies identified during the resource identification activity. In addition, you will need to link with Head Start parents who are important sources of information.

2. Distribute and review the handout, "Developing a Community Resource List." Review the information on the handout. Continue with the following:

   To be useful a resource list needs to be well-planned and organized. The information needs to be concise. The information needs to be presented in a consistent format. The language needs to be uncomplicated. It needs to be attractive.

3. Distribute copies of the handout, "Sample Community Resource Listing." Continue with the following:

   Before NEW information is entered in the directory, we need to be certain we have all necessary information you can use this form when you contact a community.

4. Discuss each of the statements on the sample listing. Be sure to put special emphasis on the ones listed below.
   - eligibility
   - additional comments
   - description of service
5. Ask who brought a resource list currently being used by their program. If none did, distribute the ones you brought.
6. Divide participants into small groups of three. Make sure each group has a copy of a resource list. If participants are from several programs, you might direct them to switch with another participant so that they can review other program's directories.

*7. Prepare and post a sheet of newsprint with the questions listed below. Continue:

   Now let's review these directories and, as we do, think about the following questions:

   - *Are the entries consistent in format?*
   - *Are the entries alphabetical.*
   - *Is the necessary information available?*
   - *Is the list current?*

- *Is the information concise?*

8. Allow 20 minutes for groups to do the critiques. Call time at the end of 20 minutes, and ask each group to discuss its critique and give the reason for its findings.
9. After all of the reports are made, give participants an opportunity to ask questions and talk about what it means to a parent and the program to have a resource list that does not meet the above standards. Ask which entries need to be updated.
10. Distribute handout, "Pointers for Contacting Community Resources." Review the list and ask for and respond to questions. Then continue.

We have identified several entries that we agree need to be update. Who will volunteer to make a follow-up contact with one of these?

TRAINER'S NOTE: Select a volunteer to update the information on each of the resource listings. Then continue with the following.

Remember to use the sample "Community Resource Listing" as a guide to obtain information. And draw on your "Pointers for Contacting Community Resources" to make the contact go as smoothly as possible.

Finally, we must also remember that parents are a vital link in the chain built with the Community Resources List. For this link to be strong you need to ensure that parents are familiar with the directory and how to use it and they have opportunity to offer input as the directory is reviewed and maintained.

Initially it is useful to conduct a training session for parents to provide an orientation to the directory and information on how to use it. Then you will want to involve parents on a regular basis in building personal linkages with representatives from resource agencies and in providing feedback about the quality of services received. Some programs keep an index card file beside a master copy of their resource list so parents can jot down comments about their experiences with an agency. What other ideas can you think of? [Allow time for response.]

F. CLOSING (15 Minutes)

1. Ask participants what they found most useful about the session. Allow time for responses.

*2. Prepare (use decorative script) and post a sheet of newsprint with the poem "PRESS ON."

PRESS ON

Nothing in the world can take the place of **persistence**. . .

— Talent will not; nothing is more common than unsuccessful people with talent.

— Genius will not; unrewarded genius is almost a proverb.

— Education alone will not; the world is full of educated derelicts.

— Persistence and determination alone are omnipotent.

3. Present the following information:

   This session has looked at the process of developing resources. Resources can change very rapidly. Whether you are in an urban or rural area, this change can be frustrating. Checking availability can be time-consuming because of the number of resources. And so, as your prepare to begin or continue your work in this area, I would like to read a poem that I hope will be an inspiration to you. Your own persistence is the most valuable resource you have to help you create linkages, to increase parents' awareness of resources and facilitate their use. [Read the poem.]

4. Remind participants that they have an Follow-Up assignment to complete an entry for the Community Resource List.

5. Ask the group to offer suggestions for additional Follow-Up Activities for improving the partnership with parents in the resource identification and development process. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

6. Announce the time, place and topic of the next training session.

7. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 2: ADVOCACY

This session emphasizes the importance of serving as an advocate for children and families and provides an opportunity for participants to identify advocacy strategies and conduct an advocacy activity within Head Start, within the community, or with the legislature.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Define advocacy	A
Identify the benefits of advocacy activities	A,B
Review Social Service staff roles and responsibilities as advocates in Head Start	B,C,D
Develop strategies for enhancing parents' advocacy role	E
Participate in and report on an advocacy activity	F,H

TIME

5 Hours

PARTICIPANT MATERIALS

- Agenda - Establishing and Maintaining Community Service Linkages: Advocacy
- Advocacy and Head Start
- Group Assignment
- Description of Advocacy Roles

Optional Resource

- Advocacy in Head Start

ADVANCE PREPARATION

- Select two experienced staff and two experienced parents who have had several successes as advocates for Head Start and for families. Invite them to serve as resources for the session and, in particular, to prepare a 10 minute panel presentation highlighting some of their most dramatic successes as advocates. Ask them also to include examples of parents' advocacy efforts that have been successful. Be sure each of the following types of advocacy activities are covered: 1) Advocacy and Head Start; 2) Advocacy and the Community; and 3) Advocacy and Legislation. Discuss the training with them and identify other ways they can enhance the session.
- Order optional resource, Advocacy in Head Start, available from:

  Head Start Resource Center, University of Maryland
  University Boulevard at Adelphi Road
  College Park, Maryland 20742

- Make one copy of Parts II, III, and IV of optional resource, if ordered.
- Obtain sets of index cards in two colors.

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TRAINING ACTIVITIES

TRAINER'S NOTE: This session is presented in two parts to allow participants time to prepare reports and reconvene at a later time for the presentations. A two-week interval between the two sessions is recommended.

PART I

A. WELCOME AND INTRODUCTION (15 Minutes)

1. Introduce yourself, the parents and staff who will be assisting in the session.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

*3. Distribute the agenda. Review the purpose and objectives of the session, referring to the newsprint you have prepared in advance.

4. Begin the session with the following information:

The primary goal of Social Services in Head Start is to work with, support and strengthen families. One of the ways in which this goal is realized is through our role as advocates. Advocacy is the process of acting on behalf of someone — representing his or her interests. I'm sure each of us can think of times we benefited from having someone intervene on our behalf. . . or at least we can think of times when we wish there had been such a person. [Pause; allow time for response.] *For example, if you or a loved one has ever been extremely ill and in the hospital, just such a time probably comes easily to mind.* [Again allow time for response.]

In Head Start, advocacy has two distinct focuses:

- *an <u>individualized focus</u> — the process of pleading the cause of another, especially concerning the protection or violation of that person's rights*
- *a <u>generalized focus</u> — the process of defending the maintenance of a system or cause already in operation, or the process of championing the reform of a system or cause which influences a group of people.*

In Head Start we use both forms of advocacy, but the methods used for each are, of course, different. For example, we may work with a family to ensure they are successful in obtaining food stamps. And, at the same time we may work collaboratively with Head Start parents and other interested community groups to bring about a change in the food stamp allocation process.

In both cases, our partnership with parents is one major key to success. Today we are fortunate to have both parents and staff [names] *who have agreed to share some of their advocacy success stories.*

B. ADVOCACY PANEL DISCUSSION (1 Hour)

1. Place a head table and chairs at the front of the room and ask panel members to take seats.

2. Introduce panel members. Explain that each panel member is going to spend 10 minutes describing an example of an effective and successful advocacy effort he or she was involved in on behalf of Head Start or a Head Start family. Explain that there will be time for questions at the end of the presentations.

3. Ask panel members to begin. Provide a time reminder at the end of each 10 minute period. After the last presentation, serve as a moderator as participants address questions to specific panel members. At the end of 10 minutes, thank the panel members and provide a brief summary of what was presented, highlighting any common themes and indicating the three types of advocacy activities: 1) Advocacy in Head Start; 2) advocacy and the community; and 3) advocacy and legislation.

C. QUALITIES OF AN ADVOCATE (20 Minutes)

•1. Prepare four sheets of newsprint with the following headings lightly written in pencil so that only you can read them: "CARING"; "COMMITTED"; "KNOWLEDGEABLE" and "ACTIVE". Write the headings large enough so later you can go over them with a marker to make them legible to the group. Post these in the front of the room.

2. Begin with the following:

The panel has shared their advocacy experiences. As I listened to them, I found myself thinking about the qualities of such a person. We are going to consider the personal qualities one needs to be an effective advocate. As you consider the panel's remarks, what qualities do you believe contributed to their success as advocates. [Allow time for response.] *What other qualities are important?*

•3. Facilitate a discussion that will encourage trainees to think more about the specific qualities of a person who is an effective advocate. Use the following list to guide the discussion. You may want to list these on a separate sheet of newsprint before the session.

CARING	COMMITTED	KNOWLEDGEABLE	ACTIVE
• sensitive	• enthusiastic	• understands systems family needs	• energy
• positive attitude	• team player	• prioritizes job responsibilities	• will to meet the demand of the moment
• open communi-cation	• persistent perseverance	• effective commica-tion skills	• willing to become involved
• supportive	• loyal	• open to learning	• shares with others
• appropriately assertive	• honest	• capable	
• listens effectively			
• genuine concern			
• work to alleviate problems			

4. As participants name qualities, write them on the sheet of newsprint under the heading that most nearly corresponds to the quality listed. For example, "persistent" or "dedicated" would be listed under the heading "COMMITTED" "warm" or "sensitive to families' needs" would probably best fit under the heading "CARING." When completed go back and write over the headings in dark marker and proceed with the following:

   These qualities essentially fit under four basic headings. To be effective advocates we must be:

   - ***CARING*** *— and at the same time we need to examine our motivations and attitudes to be sure we live up to our goals of partnership with parents*
   - ***COMMITTED*** *— willing to pay the cost in time and energy -- as well as in persistence and patience*
   - ***KNOWLEDGEABLE*** *— know the facts, know what results are expected, be aware of resources, and understand the rights of children and families*
   - ***ACTIVE*** *— able to take action on behalf of children and families based upon the needs and wishes of the family involved, the resources available, and the circumstances of the situation*

   But doesn't this all sound somehow very familiar? [Allow time for response]. *Of course it does . . . these are the qualities of effective Social Services staff. So it isn't surprising that the role of advocate is such a natural part of establishing and maintaining service linkages and working effectively with families.*

D. ADVOCACY ROLES (40 Minutes)

1. Begin with the following:

   Now let's take a few minutes examining the advocacy roles we already play to some extent within Head Start — roles that are all part of the larger role of advocate.

2. Distribute the handout, "Description of Advocacy Roles." Give participants a few minutes to review it. Ask for and respond to any questions. Briefly go over the description of each role.

*3. Write each of the following words on at least two index cards (use different colored cards for each):

   - defender
   - protector
   - promoter
   - enabler
   - investigator
   - mediator
   - supporter
   - monitor
   - teacher/trainer

   Prepare additional copies of each, if necessary, again in the two different colors, so that there are enough for two different cards per participant.

*4. Prepare and post a sheet of newsprint with the following written on it:

   IN YOUR ROLE AS _____, WHAT ARE YOU ALREADY DOING OR COULD YOU DO AS AN ADVOCATE FOR CHILDREN AND FAMILIES AND FOR HEAD START?

5. Distribute the cards so that each participant has two different colored cards, each with a different role written on it. Provide the following instructions:

   You each have cards with two different advocacy roles printed on them. Everyone on this side of the room [indicate half of the group], *select the (first color) one. Everyone on this side of the room* [indicate the other half of the group], *select the (second color) one. Go around the room until you find the person (or people) who have a card with the same role listed on it.*

   When you are all together, spend five minutes considering the question on the newsprint.

   TRAINER'S NOTE: Read the question on the newsprint, inserting the words, "for example, DEFENDER" in the blank. Ask for and respond to questions. If necessary offer an example of the defender role, if possible draw from one of the panelist's presentations or your own experience.

6. At the end of five minutes of discussion, call time. Ask participants to repeat the process with their second card.

7. Again at the end of the five minutes of discussion, ask participants to swap cards with other participants so they now have two new role cards, each in a different color. Repeat Steps 6 and 7.

8. At the end of the final five minutes, ask participants to return to their seats. Taking each role in turn, ask a different participant to describe what they are already doing that falls into that particular advocacy role. Acknowledge the range of activities they are already engaged in.

9. Repeat the process, asking different participants to volunteer their ideas about new ways they can serve in each advocacy role.

E. PARENTS AS ADVOCATES (20 Minutes)

•1. Prepare and post a sheet of newsprint with the heading, PARENTS AS ADVOCATES.

2. Distribute the handout, "Advocacy and Head Start," and then present the following.

   This handout provides an overview of much of what we have been discussing. It also delineates your specific advocacy responsibilities as Head Start staff.

   TRAINER'S NOTE: Review some of the key points on the handout under the heading, The Responsibilities of Staff.

   You will also see that the next heading is The Responsibilities of Parents. As [name panel members] *told us earlier, parents can be our very strongest advocacy allies. Can you remember some of the specific things panel member said parents can do as advocates? What were they?*

3. As participants respond, list on the newsprint you have posted. When these are listed, remind participants about the rules for brainstorming, and ask them to brainstorm other ways parents can serve as advocates for families and for the program. List all ideas on the newsprint. When completed, ask the group which ideas seem most feasible, ones which could be initiated right away. Star these.

4. Referring to the starred items, ask what they can do as Social Services staff members to support parents in these efforts and actually help get these activities underway. List responses on another sheet of newsprint. Be sure the following are included:
    - provide information on issues
    - provide training on advocacy techniques such as public speaking
    - foster a cooperative, partnership approach
    - offer moral support and encouragement
    - engage in careful planning to ensure success with achievable steps and measurable outcomes
    - provide logistical support (e.g., babysitting, transportation)
    - provide recognition for contributions and success

F. CLOSING (15 Minutes)

1. Close with the following:

    We are coming to the close of today's session, but we will meet again in [specify time and date.] *Between now and then you will be working in three teams to research different types of advocacy activities.*

2. Divide the group into three groups and assign one of the following to each group:
    - Advocacy and Head Start
    - Advocacy and the Community
    - Advocacy and Legislation
3. If available, give each group the relevant optional resource material if you have copied it in advance.
4. Distribute the handout, "Group Assignments." Continue with the following:

    These categories represent our three major avenues for effective advocacy. Our panel members highlighted some recent successes in each of these areas. Each group will have an opportunity to explore one of these areas further. Over the next [specify time period] *you will work with your group to:*

    - *Read background material (from the library and other sources) on the area you have been assigned*
    - *Interview experienced staff and Head Start parents to find out about other successes in this area*
    - *Find and copy one newspaper or magazine article that describes advocacy efforts related to your area*
    - *Pick a specific advocacy activity you and your group want to become involved in. Find a staff sponsor from the more experienced staff and recruit at least two, preferably more, parents to join your efforts. Develop a specific plan for carrying out the activity*
    - *Prepare a 30 minute presentation for our next meeting that:*

      — clearly defines the area

— summarizes readings and interviews

— outlines your planned activity, including strategies for involving parents

5. Explain that participants now have five minutes to meet with the other members of their group to set up a time for an initial planning meeting and to make assignments for work to be done prior to that meeting.
6. At the end of five minutes, call time and ask if there are any questions. Provide clarification, if necessary.
7. Adjourn the group, reminding them of the next meeting time.

PART II

G. WELCOME AND INTRODUCTIONS (5 Minutes)

1. Welcome back the group.
2. Explain that this is the second part of the session on advocacy. Explain that each group will have 30 minutes for their presentation followed by a five minute question and answer period after each and a 10 minute discussion period at the end.

H. ADVOCACY PRESENTATIONS (2 Hours)

1. Before the first group begins, remind them that their presentation is to:
   - clearly define the area
   - summarize readings and interviews
   - outline planned activities, including strategies for involving parents

   Explain that you will call time after 30 minutes and then lead a five minute question and answer period.
2. Introduce each group, indicating the topic they were assigned:
   - Advocacy and Head Start
   - Advocacy and the Community
   - Advocacy and Legislation
3. At the end of each 30 minute period, call time and moderate a five minute question and answer period.
4. At the end of the last question and answer period, lead a discussion based on the following questions:
   - What did you find most valuable about this activity?
   - What have you learned about advocacy in general from these two sessions?
   - What support do you and parents need to carry out your advocacy activities?
   - What are some strategies for enlisting such support?

I. CLOSING (5 Minutes)

1. Thank each group for their presentations and commend them on the work that went into the presentations and their planned advocacy activities.
2. Indicate what you can do to obtain support for their efforts, at least in terms of speaking to the Director on their behalf (i.e., as their advocate!).

3. Ask the group to offer suggestions for Follow-Up Activities. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.
4. Announce the time and topic for the next training session.
5. Distribute the evaluation forms and ask participants to complete and return them before leaving.

SESSION 3: REFERRAL AND FOLLOW-UP

This session provides participants with information regarding the steps in preparing to make referrals, ensuring positive outcomes and follow-up activities.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Learn the steps in the referral process	B,F
Become familiar with the broker's role	B,C
Assess barriers to effective referrals	B,D,E
Learn procedures for record keeping related to referral and follow-up	G

TIME

4 Hours

PARTICIPANT MATERIALS

- Agenda - Establishing and Maintaining Community Services Linkages: Referral and Follow-up
- Case Study: The Casbeer Family
- Vignettes: "Negotiating the System" Activity
  - — Emergency Housing
  - — Pediatrician's Office
  - — Mental Health
  - — Hospital Emergency Room
  - — Head Start
- Role Play Vignettes: Parents Concerns About Referrals
- Checklist for an Effective Referral

ADVANCE PREPARATION

- Invite a resource person from the community to serve as co-trainer. Be sure to select an individual who has specific expertise in case management and group dynamics. A Social Worker or therapist from a community mental health clinic or a faculty member from a school of Social Work are possibilities. Meet with the co-trainer prior to the session to divide training responsibilities.
- Prepare vignette cards (Activity B,#1)
- Review your program's Community Resource List to ensure it is up-to-date. Obtain copies for all participants.

- Review Chapter 7 of A Guide For Providing Social Services in Head Start, (DHHS Publication No. (OHDS) 84-31188.
- Review your program's written Social Services Plan. Make copies of the plan and obtain a set of referral and follow-up forms for all participants.
- Prepare a presentation on your program's tools and system for tracking referrals.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (15 Minutes)

1. Introduce your co-trainer and experienced staff serving as resource persons.
2. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.
3. Distribute the agenda and name tags.
*4. Review the purpose and objectives of the training session referring to the newsprint you have prepared.

B. NEGOTIATING THE SYSTEM (1 Hour)

*1. Prepare the five vignette cards which describe what will happen when the participants, role playing various service providers, are approached by the "workers". Sample Vignette cards are provided in the Participants Materials, but may need to be tailored to more closely reflect your community. Arrange the room to designate the five resource "stations," posting signs by each area. Several chairs should also be placed at each station. Label the signs, "Pediatrician," "Hospital Emergency Room," "Emergency Housing," "Mental Health," and "Head Start."
2. Explain that for the next hour participants will have a first-hand experience in the referral process. Distribute the handout, "Case Study: the Casbeer Family." Read the case example.

The Casbeer family is currently in crisis. The family consists of: Marlene Casbeer, age 27, and her three children, John, age nine, Marilyn, age four and Matthew, two years of age. Marlene received an eviction notice from her landlord several weeks ago. Today she called the Head Start office and told you that she must leave her apartment by 5:00 p.m. Marlene also explained that Matthew is ill. She states that he has been crying and tugging at his ears. His pediatrician will not see him because Marlene has an unpaid bill of $125.00. As Marlene describes her situation, she begins crying and tells you that she is ready to place the children in foster care because it's all too much. She further states that she is so upset that she can't sleep or eat. She reportedly hasn't slept in three nights and has only had coffee since yesterday morning. You need to assist in the resolution of the Casbeer family's crisis.

3. Assign someone to play Marlene and Matthew's Social Services workers.
4. Divide the group in half. Assign one half to play themselves and the other half to play service providers.
5. Divide the service providers into five subgroups.
6. Assign each service provider subgroup to a resource station.
7. Distribute "Vignettes: Negotiating the System Activity" and assign one category to each subgroup (e.g. Emergency Housing) which outlines how they should respond to the Head Start Worker(s). If there are more than 15 participants in the group, ask them to serve as observers.
8. After they have prepared their strategies tell the "workers" that they may approach any or all of the resource stations.

9. Allow 10 minutes for the "workers" and each group of "service providers" to prepare their strategies, then instruct the group to begin.
10. After 20 minutes, call time and ask the participants to come back together as a group.
11. Ask the group for feedback on what happened using the following questions as a guide:
    - How did you decide what to do first?
    - What services did you seek from within Head Start?
    - Did you approach the situation differently than you would have a planned referral? How?
    - How is working on a crisis different from working on a planned referral?
    - What barriers did you encounter?
    - Were you able to use linkages you had previously developed?
    - What was most helpful about the community services you utilized?

C. THE BROKER'S ROLE (20 Minutes)

1. Begin by presenting an overview of the broker's role. Make references to relevant points made by participants during the previous activities as you present the following material.

*One of your vital functions as a Social Services staff is that of **broker**. In that role you create connections between parents and community services. To be an effective broker you must know the community, the available services and the families. This knowledge enables you to forge a solid connection.*

The purpose for brokerage in Social Work is linking clients to community resources. Under ideal circumstances, taking the role of broker, you can uncover and clear the access routes between families and the service providers, whose purpose is to meet the various needs.

The Head Start Program Performance Standards Social Services objectives state that ". . . provision should be made for obtaining appropriate services from outside resources" and. . . that procedure should ensure that all available community resources should be used to the maximum extent possible. Is a partial description of how Social Service staff must fill the broker's role in Head Start.

The broker role is perhaps the oldest to role in Social Work, dating back to the friendly visitors and settlement house workers who helped families around the turn of the century. Again, with life becoming increasingly complex, brokerage has, once again become a legitimate and acutely needed function in human services.

If resources were available in abundance, well-known to all community residents and easily accessible without stigma, the broker role would be relatively easy. As resources are often scarce or simply unavailable, brokering demands more than merely linking families with resources. It demands that the broker:

- *know the resources*
- *cultivate resources*
- *work towards creating resources where there are none*

2. Review the "Resource Development Process" discussed in Session 1 and then continue:

Knowing the Resources includes being aware of:

- *what services are offered*
- *how and to whom services are available*
- *knowing the eligibility criteria*
- *establishing first-hand contact with the service provider*

As we discussed in the previous session, we need to place a priority on becoming personally acquainted with the actual people who provide provided services so that they know exactly what services are most appropriate for Head Start families.

Cultivating Resources includes:

- *being aware of families' long term interests*
- *maintaining contact with resources with whom we have a good working relationship*
- *working to improve relationships with resource that are not as responsive*

Working towards Creating Resources begins with:

- *knowledge of unmet or inadequately met needs*
- *understanding how needs might be met*
- *knowledge of others who might be interested in addressing the needs.*

Head Start Program Performance Standard for Social Services, 1304.4.2 (b) (4) states that there should be a plan for "calling attention to the inadequacies of existing community services or to the need for additional services and assist in improving the available services or bringing in new services." This standard refers to another way Head Start staff serve in the broker role. As a review, what steps do you take when a resource is scarce, unavailable or non-existent?

3. Facilitate a discussion that will encourage participants to share strategies. Then continue:

Head Start programs are not designed to deliver all needed services directly to children and families. As a community-based program, it is essential that Head Start maximize existing community resources to the fullest extent possible. You will, of course work with your Social Services Coordinator and with other component staff you need to decide which services can best be provided "in house" and those which should be obtained by external referrals.

Social Services staff most often facilitate external referrals. You work with families to the point that the families are able to specify their needs and goals. Once these are established you are then able to suggest appropriate resources within the program or

community to meet those needs. Very often in the course of ongoing regular contacts with families you hear about serious problems they may be experiencing such as domestic violence and alcoholism. It is important for us to recognize when we are not equipped with the necessary skills and training to provide direct services in these situations. Nonetheless, you play a vital role in ensuring that families obtain the services they need. Because you have already established rapport with families, you can prepare families to take advantage of an external resource.

4. Ask participants to identify the reasons they are able to serve families in this way. Be sure the following are included and then continue.

   In fact as Social Services staff you are the link between parents and external referrals.

   - *Parents tend to trust you*
   - *Parents trust the program*
   - *You have a relationship with both the parents and the community resource providers*
   - *You can provide ongoing support to Head Start child to families*
   - *Parents are more likely to respond positively to referral when Head Start staff is involved*

   In keeping with Head Start philosophy, families should always be encouraged to take an active part in the referral process. Consider carefully whether or not a potential referral is in response to the family's expressed need and what existing support system the family may have to address the need.

   Clearly, as a broker you also need to take a close look at the family's situation after the referral is made, for the work is not over until the service provider has responded in some way. Perhaps you will need to propose alternative resources; or perhaps you will need to apply some or increased pressure if a resource provider is not being responsive to the family. You can really use your good communication skills when there is a break down such as this. So, to follow-up on a referral you need to talk both with parents and service provider. And when families really are not receiving the services they need, your broker role blends with your advocacy role. With careful documentation of gaps in services in the community you may have the ammunition needed to convince policy makers in the community to expand services for families.

D. UNDERSTANDING PARENTS' CONCERNS ABOUT REFERRALS (40 Minutes)

1. Ask for five volunteers to participate in a role play. Ask two of the volunteers to form a pair and the other three to work together.
2. Give each role player a copy of the handout, "Role Play Vignettes: Parents' Concerns About Referrals." Allow a few minutes (take a mini-break) so players can prepare a five-minute role play.

3. Ask both groups to perform their role plays limiting each to no more than five minutes. After both role plays are finished thank the volunteers.

4. Distribute remaining copies of the handout, "Role Play Vignettes: Parents' Concerns About Referrals." Ask participants to comment on what they have just seen using the following questions as a guide:

   Let's discuss Role Play A: [briefly review the vignette.]

   - *How could the unsuccessful referral in this vignette have been avoided?*
   - *What might be the intake worker's perception of the local Head Start program?*
   - *How might this parent respond to future referrals made by the Head Start Worker?*
   - *Would this parent go back to the public agency in the future for services?*

   Now let's discuss Role Play B: [Briefly review the vignette.]

   - *What steps did the Head Start worker take to prepare for this meeting?*
   - *What did she or he know about the training program?*
   - *What did she or he know about the client?*

5. Ask participant what other experiences parents may have had that could contribute concerns about using referrals. Examples might include:
   - no one in an agency spoke their language
   - not treated with respect
   - kept waiting for several hours only to be told to return another day

6. Summarize by asking participants to list the factors that contributed to a successful referral in Vignette B. List on newsprint. Emphasize the importance of building positive relationships and clear communication.

E. BARRIERS TO ACCESSING SERVICES (20 Minutes)

*1. Prepare and post a sheet of newsprint entitled POTENTIAL BARRIERS TO ACCESSING SERVICES:

2. Review the rules for brainstorming with participants. Ask the group to brainstorm a list of possible barriers to accessing services in the community. Record responses on the newsprint.

3. After everyone has had ample opportunity to contribute their ideas review the list. Add any of the following that were not mentioned:
   - lack of transportation
   - lack of child care
   - fear
   - non-responsive service delivery systems
   - no telephone
   - inconvenient hours of operation
   - reputation of service
   - parent's lack of understanding of service
   - parent does not see the need for service
   - parent's time constraints

- parent's past experience with referrals
- parent's illiteracy

4. Allow time for participants to ask questions, comments or add to the list. Ask participants to choose the two barriers they most frequently encounter and discuss ideas for overcoming these barriers. Point out that responding to some of the barriers may need to be an ongoing long-term process. Ask which ones fall into this category and mark with an asterisk(*). Ask which can be overcome more readily (by mobilizing resources, offering support or providing information). Circle these. Point out that while some of these issues relate to the process of identifying and developing community resources, the broker role includes identifying strategies to overcome barriers such as these.

F. MAKING AN EFFECTIVE REFERRAL (30 Minutes)

1. Tell the group that together you will now construct a "referral checklist." Ask a volunteer to write down the ideas on newsprint. Solicit the group's input on what information the worker must have to make an effective referral. After generating the list, distribute the handout, "Checklist for an Effective Referral" and discuss several of the points, especially any not mentioned by the group.

G. DOCUMENTATION AND FOLLOW-UP (40 Minutes)

1. Present an overview of your program's record keeping and tracking system used to document both "in-house" and community referrals. Emphasize the need to ensure client's confidentiality. Review appropriate program policies and procedures with participants.
2. Close the presentation with the following:

Head Start Program Performance Standards for Social Services state that "agencies to whom children or other family members were referred should be contacted to assure the services were satisfactorily provided" and that the child's record must contain documentation of such follow-up activities. You need to have direct contacts with the family in order to follow-up on the referrals. Ask the family if they thought the referral was useful or not. There is a temptation to do too much for families. Doing for families supports the mistaken belief that they are inadequate and unable to care for themselves. If the referral is nonproductive, the worker can assist the family in clarifying the need and problem-solving other possible solutions. Lack of follow-up on referrals can jeopardize the program's credibility with parents by sending the message that their need was not taken seriously by the staff.

Evaluating the outcomes of referrals provides important information to the Social Services staff. On an individual level, it provides feedback to you as a worker which can assist you in reassessing or updating the individual family needs assessments. Thus it is our follow-up information that helps as meet the Head Start Program Performance Standards:

- *"helping to assure better coordination, cooperation, and information with community agencies;*

- *calling attention to the inadequacies of existing community resources, or to the need for additional services, and assisting in improving the available services, or bringing in new services. . . "*

H. CLOSING (15 Minutes)

*1. Prepare and post a sheet of newsprint with the following statements:

   I learned. . . about referrals

   I learned. . . about the broker role

   I learned. . . about follow-up

2. Ask the group to respond to each of the sentences.

3. Ask the group to offer suggestions for Follow-Up Activities. Suggest that they might want to keep a journal describing the preparation, process and follow-up for one referral. If this option is selected tell participants to use the ideas contained in the referral checklist as a guide. Write the suggestions on newsprint and then ask the group to select two activities by voting for their preferences. Make sure everyone understands the activities. Explain that they will have an opportunity to discuss their experiences at the beginning of the next training session.

4. Announce the time, place and topic of the next training session.

5. Distribute the evaluation form. Allow participants time to complete the form before collecting it.

SESSION 4: THE FINALE

This session will provide participants with an opportunity to review and assess the training.

SESSION OBJECTIVES	
This session provides participants with an opportunity to:	**Training Activities:**
Identify how the training has and will benefit them	B,D
Measure the success of the training	C
Think about how the training information can be used in carrying out their Social Services responsibilities	C
Network with other participants after the training	C,E

TIME

3 1/2 Hours

PARTICIPANT MATERIALS

- Agenda - Establishing and Maintaining Community Services Linkages: The Finale
- My Professional Development Plan
- Networking Agreement
- Certificates

ADVANCE PREPARATION

- Review MODULE I and be prepared to do a brief review of each session.
- Review MODULE II information on networking. Write the definitions of formal and informal network on a sheet of newsprint.
- Prepare a script for Activity D #1 that better reflects the groups actual experience and relates in a realistic manner to their program.
- Prepare certificates for completion of training (see Participant Mateials, MODULE III, Session 5 for samples). Decide if you want to distribute mementos to participants. If so, obtain them. Make arrangements for a celebration (perhaps a luncheon). Obtain a tape recorder and taped music for the celebration.
- Prepare a statement about what the training has meant to you to use in the closing celebration.
- Invite the Director and experienced Social Services staff members and other experts who have served as resource persons during the training to attend the celebration activity.
- Obtain index cards and letter-size envelopes for all participants.

TRAINING ACTIVITIES

A. WELCOME AND INTRODUCTIONS (10 Minutes)

*1. Tape together several sheets of newsprint; draw a picture of a long, winding road and post it near the door.

2. Introduce yourself. Introduce the resource persons attending.

3. Welcome the group back to the training, and discuss the experiences they had doing the Follow-Up Activities related to the last session.

4. Distribute the name tags and agenda.

*5. Review the purpose and objectives of the training session referring to the newsprint you have prepared.

B. WORDS OF WISDOM (50 Minutes)

1. Begin this session by saying:

There is a German proverb which says, "beginning and end, shake hands with each other." We have reached the point in this Social Services training where the end is shaking hands with the beginning. We have come full circle. This is our final session.

Over the past _____ months, we have discussed the many aspects of Social Services. We have explored issues, practiced problem-solving and considered ways in which we can work with Head Start families more effectively. We have exchanged ideas and learned from each other's experience. Now, it is time to look at what all of this means for Head Start families, for Head Start programs and for you.

2. Ask participants to move chairs into a circle then continue:

In order to set the tone for this final session, I want you to talk with each other about what this training has meant for you. How has it touched you personally and professionally? What is different for you now in terms of your feelings, your thoughts, your ideas? What do you know now that you did not know before? What has been confirmed or re-affirmed for you? You will have 30 minutes.

TRAINER'S NOTE: You may need to be a model for the participants by sharing your feelings and thoughts.

3. At the end of 30 minutes, call time, then continue:

You have shared your feelings and thoughts and have had a chance to listen to others. I want you to sit back, relax and consider the following situation.

You have been described as a person whose "words of wisdom" have a profound affect on others. You have been asked to think about some words of wisdom about what you have gained from your participation in this training and would like to pass on to someone else. It can be an idea, a thought, an experience, advice, a belief or anything from which

you think your fellow participant's can benefit. For example, the Head Start staff who first participated in this training said things like:

- *When people are treated as important individuals as we have been through this training, they can do anything they want to do in life. This training has helped my self-esteem, and I feel I can face and handle any problem that may arise.*
- *Listen to yourself and affirm what you know is true. Use this group as a network to keep growing personally and professionally. Your mind is a garden for all of these seeds of thought to grow! Keep on!*
- *This training has reinforced my heartfelt belief that we have all the resources we need within ourselves and within the group as a whole. Together we really can make a difference! Keep believing.*
- *We are all lovable and capable beings. Our learning will ripple out to others (staff, parents, children, family, friends) — let us envision our efforts as ripples in a pond, radiating out beyond what has been given to us as we pass ourselves on to others.*

Now is your chance to prepare your "Words of Wisdom" for your fellow participants.

4. Explain that they have 10 minutes to prepare their "Words of Wisdom." Give each participant an envelope and an index card and ask them to write their "words of wisdom" on the index card. Have them return the card to the envelope, write their name on the envelope and seal it. When they are finished, instruct them to tape their envelop anywhere along the road.
5. After all envelopes are on the road, explain that they will talk about these again at the end of the session.

C. MEASURING SUCCESS (85 Minutes)

*1. Prepare and post a sheet of newsprint entitled, MEASURING SUCCESS. Continue with the following:

Early in the training we asked the question, "How Do We Measure Our Success?" Today, we are going to look at that question again. When you hear the term, measuring success, what does it mean to you? As you give me your ideas, I will write them on newsprint.

2. After the brainstorming is complete, read the list and then continue:

Measuring success is not always easy. It is, however, always necessary. When we measure success, it gives us an opportunity to look at what we have learned and what we can do with what we learned. It also is a chance to pass on valuable information, ideas and techniques that work to others. We are going to work on measuring the success of this training.

*3. Prepare and post a sheet of newsprint entitled, WHAT WE STAND FOR with the list of services listed in MODULE I, Session 1. Write the name of each of the services on a separate sheet of newsprint and post each sheet in a different area of the room. Continue with the following:

These services are what Head Start and the Social Services component "stand for." During the training, we have discussed each of these. We have identified ways in which we can provide these services to support families in their effort to improve the quality of

their life. We have discussed why these services are important and how to make them culturally responsive and specific. You have had the opportunity to ask questions, share ideas and experiences and learn from each other.

4. Ask participants to form pairs. Cluster three pairs together. Assign one service to each cluster. Continue:

   Using what you have learned during this training, each pair will be responsible for working together to identify three strategies that apply to the particular service your group has been assigned. Then you will work with the other pairs in your cluster to select the three you believe are most useful. You will have a total of 30 minutes. Now begin in pairs.

5. Circulate among the groups and offer assistance as needed. At the end of 15 minutes, instruct pairs to join into clusters and appoint a recorder/reporter to present the group's ideas.

6. At the end of 30 minutes, call time. Ask each group to read their ideas. After all of the ideas are presented, allow time for questions. Facilitate a discussion about the success of this portion of the training by asking the following question:

   - Given the ideas that you have developed and received from each other, what would you say about the success of this part of the training?

7. State the following.

   As was stated earlier, one of the benefits of measuring success is being able to pass information on to others. You will have developed ideas that others may find useful. You will now have 15 minutes to mill around from group to group and ask questions. Write down any of the ideas you think will be of value to you.

*8. Prepare and post a sheet of newsprint listing the sessions in MODULE I: SOCIAL SERVICES, PARTNERSHIP WITH PARENTS, MULTICULTURAL AWARENESS, CONFIDENTIALITY, COMMUNICATION and RECORD KEEPING. Also write each of these on a separate sheet of newsprint and post in six areas of the room. Read the list and review the purpose of each session. Ask for questions and comments. Begin the review by asking:

   - "What do you remember about _____ session."

   Write the main points on newsprint under the sheet with the corresponding heading. Continue by saying:

   During the training, we also identified some behaviors, expectations and responsibilities that are essential for providing services to families. Without these essentials, the delivery of services to Head Start children and families will, at best, be inadequate. Now that you have completed the training, you understand the expectation that Social Services staff will:

   - *maintain a level of professionalism*
   - *build a partnership with parents*
   - *communicate effectively*
   - *ensure confidentiality*
   - *maintain accurate, up-to-date records*

- *increase multicultural awareness and provide culturally responsive services*

9. Facilitate a discussion that will encourage participants to think about why it is important to maintain the behaviors, meet the expectations and live up to the responsibilities covered in the training.

10. Divide participants into six new groups. Continue with the following:

    Using what we have discussed as a guide, brainstorm a list of 10 things that can be done to ensure that Social Services staff will be able to do what is expected. You will have 20 minutes.

11. At the end of 30 minutes, call time. Ask each group to read its list. Allow time for questions and discussion. At the end of the discussion, continue with the following.

    Each group has generated a list of things that might be beneficial to you. You will have five minutes to mill around from group to group to write those things that are of interest to you.

12. At the end of five minutes, call time. Ask if there are any questions or comments about the activity. Then state:

    You have had an opportunity to get ideas about the services, behaviors, expectations and responsibilities that are of interest to you. These are, I assume, things that you want to try out in your work.

*13. Prepare and post a sheet of newsprint entitled, MY PROFESSIONAL DEVELOPMENT PLAN. Write the following example beneath the title.

EXAMPLE: RECORD KEEPING

To increase my professional Development, I will:	To measure my success, I will:	I will review my progress on:
Set aside 15 minutes each day to work on records.	Look at the amount of unfinished paper work I have at the end of the month.	August 30th.

I will reward myself with:
Lunch at my favorite restaurant at the end of the review period.

14. Ask participant to form pairs or triads. Distribute the handout, "My Professional Development Plan." Continue with the following:

    Completing this plan will help you to prioritize the ideas you wrote down and plan how you will measure your own success.

15. Read the instructions on the handout and go over the example. Ask if there are any questions. Explain that they will have 20 minutes to work together and help each other complete the plans.

16. At the end of 20 minutes, call time. Ask for volunteers to share their plans. After the sharing ask for reactions to the activity.

*17. Prepare and post a sheet of newsprint entitled NETWORKING. Briefly review the concept of networking and explain the activity:

Another subject we talked about during the training was networking. There are two types of networking: formal and informal. One of the reasons people network is to get support for things they want to do. You have just identified some things you want to do for your professional development. You will have five minutes to develop a networking agreement with your partner. This agreement means that each pair or triad will agree upon a day and time that you will get together to discuss the plans. The communication can be by mail, telephone or in person. After you have decided, sign your agreements and put them in the envelopes. Each of you will have a copy to mail to each other five days before your scheduled meeting.

18. At the end of five minutes, call time. End this activity with the following:

We have attempted to measure the success of this training by identifying what you have learned and what you will take home with you. All of you contributed ideas and all of you are leaving with at least one thing that you want to work on. This means that we have successfully measured success.

D. WHAT WILL YOU SAY? (20 Minutes)

*1. Prior to the training, write a script using the following as a guide. In the session read your own script:

During the training, we talked about the importance of the Social Services Component working with all of the other components to work towards our ultimate goal of empowering parents so that they can have the information and skills needed to improve the quality of their life. Keep this in mind as we do the next activity.

Sit back and relax. Close your eyes and imagine it is (Month/Day), *30 days after you have completed this training. This is the day that all of the staff have been waiting for. The group is going to present a 90 minute program to the staff. You are expected to talk about what happened at the training, what you learned and how children,* [PAUSE] *parents,* [PAUSE] *the community* [PAUSE] *and the program have benefited. People have high expectations. Everyone, including a representative from the Regional Office, the Executive Director and members of the Policy Committee and Policy Council will be there. What will you want to say? What else should happen during this time? You will have five minutes to think about how the presentations and program should be structured. No one can talk.*

2. At the end of five minutes, call time. Ask for volunteers to share their ideas with the group. After the sharing, close this activity by stating:

An important part of any learning experience is to share it with others. Is a presentation a good idea? What else might be useful? Talk to other staff about ways to share your

training experience. Find out what they are interested in knowing more about. In Head Start where the success of one component is dependent upon input from every other component, it is important that information is shared.

E. CELEBRATION (30 Minutes)

*1. Have signed certificates ready and any other mementos the participants will receive. Select music to play in the background. Be prepared to talk about what this training has meant to you.

2. Give participants a break so that you can prepare for this activity. Arrange the chairs in a circle and start the music.

3. Begin this activity using the following as a guide:

The beginning and ending are shaking hands. We have come to the end of the training. Today we want to acknowledge and celebrate your participation, your learning and your growth. An important part of this celebration is letting you know what this has meant to me as the trainer.

TRAINER'S NOTE: You may want to include in your remarks:

- What I have learned about myself.
- What I have learned from you.
- What I can do with what I have learned.

4. After your comments, ask if anyone has any unfinished business, something they would like to say to the group or to an individual.

5. When this is completed, conclude by saying.

In our first activity today we put envelopes with our "Words of Wisdom" on the long winding road. That road represents both the physical journey back to our day to day activities and the mental journey we have taken during this training and will continue to take as we attempt to apply what we have learned. Even though we have shared this experience, each of us will travel both the physical and mental road in our own way. To aid us in our travels, someone has left a message for each of us on the long winding road. Take it as you leave and use it in whatever way you can.

TRAINER'S NOTE: Pass out the certificates and remind participants that they are NOT to take the message with their name on it. Continue with an optional event such as a luncheon. You may want conclude by having each participant read the "Words of Wisdom" each participant has received.

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